DOCUMENT RESUME

ED 457 639 EC 308 650

AUTHOR Taylor, Marianne; Sauer, John; Hewitt, Amy; O'Nell, Susan; Larson, Sherri

TITLE The Peer Empowerment Program (PEP): A Complete Toolkit for Planning and Implementing Mentoring Programs within Community-Based Human Service Organizations.

INSTITUTION Minnesota Univ., Minneapolis. Research and Training Center on Community Living.

SPONS AGENCY Department of Labor, Washington, DC.; Department of Health and Human Services, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE 2001-00-00

NOTE 233p.

CONTRACT H133B980047; N-7596-9-00-87-60; 90-DD0468-02

AVAILABLE FROM Minnesota Univ. Research and Training Center on Community Living., Inst. for Community Integration, 150 Pillsbury Dr. SE, 109 Pattee Hall, Minneapolis, MN 55455. Tel: 612-624-4512; Fax: 612-624-9344; e-mail: publications@icimail.coled.umn.edu; Web site: http://www.rtc.umn.edu/.

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE MF01/PC10 Plus Postage.

DESCRIPTORS Adults; Children; *Disabilities; *Human Services; Interprofessional Relationship; Mental Health Workers; *Mentors; Modeling (Psychology); *Peer Teaching; *Professional Development; *Role Models; Social Agencies; Social Workers; Training Methods

ABSTRACT

This toolkit contains a program coordinator guide, facilitator guide, and learner guide for launching the Peer Empowerment Program (PEP), a mentoring program for direct support personnel in community-based human service organizations. The toolkit provides advice on how to select, train, and sustain mentors, as well as instructions for preparing and supporting mentees. The focus of PEP is to build the confidence and competence of newer direct support staff and help them get off to a good start. The program matches and supports volunteers from a pool of experienced direct support staff with less experienced staff. The program coordinator guide, "Understanding, Planning and Launching the Peer Empowerment Program," provides program planners and coordinators with all the information and tools they need to plan and develop the components of the PEP before initiating the program with their organization. The facilitator guide and the parallel learner guide contain two modules. Module A is a one-hour training module used to orient both prospective mentors and mentees to the power and magic of mentoring. Module B is a step-by-step mentor development curriculum designed to be completed in a four-hour workshop with the objective of preparing volunteer direct support staff for their roles as mentors. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 639

The Peer Empowerment Program (PEP)

A Complete Toolkit for Planning and Implementing Mentoring Programs Within Community-Based Human Service Organizations

Research and Training Center on Community Living

Institute on Community Integration

The College of Education & Human Development

University of Minnesota

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 308 050

BEST COPY AVAILABLE

The Peer Empowerment Program (PEP)

A Complete Toolkit for Planning and Implementing a Mentoring Program Within Community-Based Human Service Organizations

Research and Training Center
on Community Living

Institute on Community
Integration

This Program Coordinator Guide and Curriculum was written and developed by:
Marianne Taylor, Human Services Research Institute (HSRI), Cambridge, Massachusetts, and John Sauer, Amy Hewitt, Susan O'Nell, and Sherri Larson of the Research and Training Center on Community Living at the Institute on Community Integration, University of Minnesota, Minneapolis, Minnesota.

This project was funded by the Partnerships for Success Project through a U.S. Department of Labor grant # N-7596-9-00-87-60; by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services through their Training Initiative Project grant #90-DD0468-02, and by NIDRR through the Research and Training Center on Community Living grant # H133 B980047. The analyses, interpretations, and conclusions are those of the authors and do not necessarily reflect the views of the Institute, the Center, the University, or their funding sources.

Table of Contents

Understanding, Planning, and Launching the PEP (Program Coordinator Guide) 1

Introduction to Mentoring and to the PEP Toolkit 2
- Mentoring Magic 2
- What is Mentoring? 3
- Organization of the PEP Toolkit 4

What is the PEP? 5
- The Framework 5
- The Focus 6
- The Benefits 7

Planning and Customizing the PEP 10
- Do You Need a Mentoring Program? 10
- Getting Organizational Commitment 10
- Program Overview 11
- Step-By-Step Plan 12

Launching the PEP 16
- Create a Calendar 16

Program Coordinator Tools 18
- Community Support Skill Standards 19
- PEP Agency Self-Assessment Discussion Guide 25
- PEP Planning Worksheet 28
- PEP Exit Interview – Mentor Interview Guide 29
- PEP Exit Interview – Mentee Interview Guide 30

The PEP Curriculum (Facilitator Guide)

Introduction to the PEP Curriculum ..... Intro 1
How to Use the Facilitator Guide ..... Intro 2
The Adult Learner and You ..... Intro 5

Module A: The PEP Orientation Session
Arrangements and Materials A1
Unit A1 Welcoming and Getting to Know You A2
Sign-in Sheet A3
Unit A2 Overview of PEP Roles and Activities A4
Unit A3 PEP Mentoring: What it Means and What are the Benefits A5
Unit A4 The PEP Partnership Process and Activities A7
Module A Overhead Masters A11

Module B: The Mentor Development Workshop
Arrangement and Materials B1
Unit B1 Mentoring Magic B2
Unit B2: Coaching and Teaching B30

Unit B3: Practical Cultural Competence B41
Unit B4: Communicating Mission, Vision, and Values B47
Module B Overhead Masters B56

Understanding, Planning, and Launching the PEP

Program Coordinator Guide

Introduction to Mentoring

Mentoring Magic

"For one golden moment in time I really knew what was going on in math class! It was the first time in my life that math concepts seemed so clear and accessible. I later realized that my newfound math skills were more closely linked to the person who was teaching me than with any brilliance on my part (an impression confirmed later when I failed college math). This golden period of enlightenment occurred in my sophomore year in high school when I met my first powerful mentor, Sister Marie, my math teacher.

She was a great teacher, but the true magic that she used was that of mentoring. Throughout that school year she nurtured my mind and my spirit so that I became confident in my skills and my ability to manipulate the formerly inscrutable elements of the math I studied. Through humor, patience, and high expectations she changed my life. Later, others offered this magical gift, helping to light the way through the new and unfamiliar landscapes I encountered."

- Marianne Taylor
HSRI

Often connections with mentors are fortunate accidents, but the benefits of mentoring can and should be extended in planful and systematic ways to ensure that people get the support they need to excel in work and school and to prevent experiences of failure. Mentoring is particularly important for people taking on challenging roles for the first time, such as first time teachers, freshmen year students, and new human service workers. What these roles have in common is that they demand the ability to develop and nurture human relationships - a rewarding but sometimes frustrating activity; they are complex and take a while to master; and they require more judgment and problem-solving skill than many roles require. Roles with this kind of profile are difficult to take on without significant support within the work or learning environment.

To master the magic of mentoring, you won't have to follow Harry Potter to Hogwarth's. The purpose of this program planning guide and the mentoring curriculum is to release this magic "genie in a bottle" that we call mentoring, and to guide you in using mentoring to strengthen your direct support workforce. What follows is an introduction to mentoring, including a definition, principles, and benefits, and to the PEP Curriculum, including its foundation, focus areas, and structure.

What is Mentoring?

In PEP, **Mentoring** is defined as a method of teaching and learning through a deliberate pairing of a more skilled or experienced person with a lesser-skilled or experienced one. The goal of this partnership is to help the mentee feel supported, welcome and to support their growth and development in specific competencies.

Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on their experiences as an employee within the organization, current practices, culture and values, and to expand, refine and build new skills.

In the course of this partnership, the mentor and mentee may grow in other ways as well. For example, the mentor's leadership skills may be strengthened, or the mentee may develop a strong personal relationship with his or her mentor.

As you learn more about what mentoring is and is not, reflect on the following dos and don'ts about mentoring and PEP:

Dos:

- ✓ View mentors as leaders
- ✓ Provide incentives to mentors
- ✓ Offer frequent opportunities for celebration and recognition of mentors and mentees
- ✓ Create time-limited partnerships
- ✓ Ensure partners have specific goals
- ✓ Empower mentors and mentees to direct the program
- ✓ Ensure CEO presence in mentoring activities
- ✓ Provide a coordinating role
- ✓ Provide ongoing support to mentors
- ✓ Publicly announce criteria for selecting program participants

Don'ts

- Expect the program to run on its own
- Use mentoring to replace your orientation training
- Use mentoring to replace supervision
- Ask people to mentor without preparation
- Force people to become mentors
- Expect mentors to do this extra work without an incentive

Organization of the PEP Toolkit

The PEP Toolkit is organized into three parts. The first part is a **Program Coordinator Guide** entitled, *Understanding, Planning and Launching the Peer Empowerment Program (PEP).* It provides program planners and coordinators with all the information and tools they need to plan and develop the components of PEP before initiating the program within their organization. It is intended for program coordinators; therefore, no Learner Guide is included.

The second part of the PEP Toolkit is the **Facilitator Guide** for conducting *The PEP Curriculum: Module A-The PEP Orientation Session* and *Module B-The PEP Mentor Development Workshop.* It contains the material necessary to orient and train mentors and mentees to be successful in the Peer Empowerment Program. *Module A-The PEP Orientation Session* is a one-hour module used to orient both prospective mentors and mentees to the power and magic of mentoring. *Module B-The PEP Mentor Development Workshop* is a step-by-step mentor development curriculum designed to be completed in a four-hour workshop with the objective of preparing volunteer direct support staff for their role as mentors. The Mentor Development curriculum is organized in a modular activity framework to enable agencies to customize their mentor development training by selecting those learning activities and structures that best fit their needs. It can be formatted as a half-day workshop or as four separate 60-minute training sessions.

The third component of the PEP Toolkit is the **Learner Guide**. It is designed for mentors and mentees to use as a guide to participate in the learning activities during *Module A-The PEP Orientation Session.* The Learner Guide is also for mentors to use as a workbook during the four-hour *Module B-Mentor Development Workshop* and as a reference and resource book for both mentors and mentees to use throughout the mentor partnership. The material in the **Learner Guide** parallels the information in the **Facilitator Guide**. The **Facilitator Guide** and the **Learner Guide** may be reproduced and placed in separate three-ring binders for facilitators and mentors/mentees.

As you explore this toolkit you will find that it proposes a variety of specific structures and activities. These components were selected because they represent what works best with respect to mentoring. You will certainly want to think carefully about each of these components to decide if it fits with your organization's preferences and needs regarding a mentoring program.

What is the PEP?

The Framework

The Peer Empowerment Program (PEP) is a toolkit that provides materials and directions you need to start a peer-to-peer mentoring program within a community-based human service organization. The PEP toolkit provides you with guidance on planning and customizing your own Peer Empowerment Program (PEP), using the suggested framework. It gives advice on how to select, train and sustain mentors, as well as instructions for preparing and supporting mentees. The PEP Toolkit is complete with content, worksheets, and other tools you will need, to launch and operate your mentoring program.

The focus of PEP is to build the confidence and competence of newer direct support staff and help them get off to a good start in the support role. This is done by putting in place a program that matches and supports volunteers from your pool of experienced direct support staff (the mentors) with less experienced staff (the mentees). The partners work together to support and socialize mentees to the organization and to identify the mentees' skill development goals and the ways they will work together to achieve these goals through a partnership. In PEP, mentoring is not left to chance; it is planned as an intentional relationship with mutually negotiated goals regarding the direction and activities that the mentoring partnership will share.

Both mentor and mentee enter into their relationship voluntarily and negotiate a mutually agreeable written contract to ensure that both partners understand the goals and expectations of the mentoring relationship. PEP embraces the idea that either party can terminate the relationship at any time without recrimination. This arrangement ensures that people will enter the partnership freely and will stay only if it is working well for them. It also makes it clear that the mentoring partners are responsible to each other and they direct the course of the partnership.

Mentoring programs have different purposes: some are intended to nurture leaders; others are intended to help youth stay out of trouble; and others may help guide people through specific circumstances, such as the first year in college. In PEP, the focus is on supporting and socializing the mentee to the organization, building confidence, and supporting skill development. PEP mentors are guided into helping new staff learn the everyday culture of the organization and the larger context of the direct support role. In other words, the mentor shows the mentee "the ropes." This involves frequent contact to show support, share knowledge and information, model and coach performance and provide the "open door" that may help new staff adjust to the difficulties of the first few months on the job.

> *Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on current practices, culture and values, and to expand, refine and build new skills.*

We know that many people who quit direct support work soon after being hired would stay longer if they had better support, direction and training. Studies show a substantial number of new hires are unable to meet the demands they face in the first critical months on the job (Larson and Lakin, 1996). Mentoring makes it more likely that new hires will stay longer because they

will have the help they need when they need it. This fact, along with the relatively low cost of implementing a mentoring program, makes mentoring a win-win situation for employers and employees. With a well-run mentoring program, mentors take on new status and enjoyment in their work; mentees pick up skills more quickly and are less likely to feel isolated when supporting people in their own homes, in competitive jobs, or in other dispersed locations where supervision is not immediately accessible. Also, by mentoring employees, organizations can reduce the fiscal and human costs of turnover. These are powerful outcomes that can redirect substantial amounts of agency dollars and staff energy to the important work of supporting people.

The Focus

One primary goal of the PEP is to support new hires in feeling welcomed into the organization and to help them quickly "learn the ropes" about all aspects of their job as a direct support worker. This includes learning information from "insiders" about how the organization really operates.

PEP mentoring is also focused on developing the skills needed for excellence in the provision of direct support. For this reason it is important to identify a framework or outline of skills and competencies consistent with best practices in direct support that can be used to assist the partners in defining the learning goals of the mentoring experience. For PEP, we will be using the ***Community Support Skill Standards*** (CSSS) for this purpose. The CSSS provide a comprehensive body of practice guidelines specific to the direct support role that can be useful in structuring the activities of the mentoring partnership. A summary of the CSSS is included in the PEP Program Coordinator Tools section at the end of this Program Coordinator Guide. A full version may be ordered from Human Services Research Institute (617) 876-0426.

The CSSS (Taylor, Bradley & Warren, 1996) are a nationally validated body of practice guidelines that are specific to the empowered and professional practitioner in the direct support role. The following definition illustrates the nature of the direct service role as it is articulated in the CSSS:

> *The Direct Support Professional assists the participant to lead a self-directed life and contribute to his/her community; and encourages attitudes and behaviors that enhance inclusion in his/her community.*

A brief review of the CSSS guidelines will show that the skill descriptions integrate best practices in the field of developmental disabilities. They also put into practice the values that are often associated with effective direct support practice including concepts such as empowerment, self-determination, person-centered approaches, respect, and partnership. For this reason, PEP sees skill accomplishment in direct support practice as a multi-faceted process of skill development, knowledge acquisition and application, as well as the ability to put key values into action to ensure ethical and effective practice.

Some parts of the PEP materials will refer to the competency areas of the CSSS. Agencies that use different practice guidelines may wish to substitute their own skill requirements wherever these preferences occur.

Aspiring to excellence also means practicing in an ethical manner. PEP uses a framework of nationally developed ethical principles (The National Alliance for Direct Support Professionals Code of Ethics) to assist partners in ensuring ethical practice. Your agency may have its own set of ethical guidelines that you may wish to substitute for those found in the Peer Empowerment Program.

The Benefits

Benefits to Organizations

- Low cost method to communicate Vision Mission Best Practice
- Better quality support
- Fosters development of employees
- Strengthens retention and reduces turnover
- Stronger employee commitment

It is no secret that finding and retaining high-quality employees has become the number one priority of human service agencies in the new millennium. Turnover rates are churning the waters in human service agencies like a powerful storm, with long-term damage to agencies' financial stability and the quality of service they provide. The decentralization of support services in our communities has placed new skill demands on workers while at the same time isolating them from colleagues and supervisors. Structural changes in our economy and workforce have forced us to see that recognizing and valuing employees is no longer an option but a survival requirement.

Mentoring is one of the useful workforce development strategies that agencies can use to calm the stormy seas of turnover by reducing unnecessary early termination. Mentoring occurs through the creation of intentional 1:1 relationships between new and experienced employees, with the goal of job-related support and development.

Mentoring links people across dispersed sites and offers a low-cost and effective vehicle for improving skill, morale, and commitment. Research shows that mentoring does increase the mentee's level of job satisfaction and organizational affiliation (Chao, G. T. et al., 1991). Evidence also points to the fact that much of our learning occurs on the job and not in books. According to Wirt (1994), "Primarily experts acquire their knowledge through networks of fellow workers that form a 'deep structure' of shared, practical, and technical knowledge underlying their capacity for performance."

In addition to these challenges, the workforce is becoming more diverse. Mentoring can help people from different cultural and ethnic backgrounds understand how cultural norms may affect their work and can help people from different backgrounds work together as a more cohesive team.

By structuring the mentoring process, organizations can do much to help new workers survive the first critical months of employment when the steep learning curve, and other job-related

issues drive too many people away. At a cost from $2000 to $5000 for each new trainee, agencies gain precious service dollars by holding onto staff longer. Mentoring can help employers become more successful with retention.

Benefits to New Hires

- Tap into accumulated knowledge and experience of mentor
- Safe opportunity for feedback
- Place to bring anxieties and concerns
- Connect socially with others
- Decrease feelings of isolation
- Gain access to information
- Guidance on norms

Most people remember the anxiety that accompanied the first days and weeks on a new job as you tried to remember names, faces and procedures for which you were responsible. In direct support work, this task is harder than in other occupations because new hires must get to know the people they are supporting, as well as developing relationships with co-workers. These early weeks of new jobs are filled with questions and concerns that would be great to talk about, but where do you turn? Who is your "go to" person on the scene? Do you risk seeming "green" to your supervisor and team? Is it likely that your friends will help you understand the people with whom you work? Who will answer these questions?

You probably also remember scanning the environment to find the receptive co-workers to whom you could turn for support and guidance. If you were lucky enough to find a friendly soul, you were more likely to turn to them rather than your own supervisor who you fear might judge you as less competent if you revealed your confusion. Very often these more experienced co-workers showed you the ropes, offering the insight and advice they based on their greater experience with the job and the organization.

Through its planned partnerships of new and experienced peers, PEP mentoring can make these kinds of connections occur more systematically, thus increasing the chances that new employees will feel more comfortable and competent in their jobs at an earlier point.

Benefits to Mentors

- Recognition for skills and abilities
- Opportunities to develop new skills and advancement
- Renewed interest in job
- Raises, bonuses, and rewards

Mentoring is a two-way street that brings rewards to the mentor as well as the mentee. Often the experienced employee is eager for new projects and challenges to refresh his or her perspective and renew the energy and excitement important to good work. Mentoring offers just such an opportunity. It also offers a way to recognize and reward staff for a role they likely have already been doing.

For many people, mentoring provides the opportunity to give something of oneself to another and this is quite appealing to most people working in human services. Many incumbent workers who are very skilled tend to take for granted all that they have learned and done in their career. Unfortunately, in many case, these skills are under-recognized by supervisors and employers as well. In the PEP partnership, the mentee is likely to provide the mentor with well-deserved recognition and appreciation for all that they know and can do. Also, in a well-run mentoring

program, mentor volunteers gain new status and recognition within the organization. In some cases mentors are hand-selected by supervisors because they are exemplary and valued staff who have much to offer new employees. Such mentors are honored for their quality work and are groomed for leadership roles within the organization.

Mentoring also enables mentors to sharpen their teaching and coaching skills without the pressure of facing a large class. This for many people can be anxiety-producing because of the public speaking aspect of the classroom teaching. Finally, by agreeing to serve as a mentor, incumbent workers are likely to be recognized by their supervisors as potential leaders and candidates for advancement or increased pay. Motivation to volunteer for the mentor role can be enhanced by increased pay, bonuses or other incentives. These will be discussed in more detail later.

Benefits to Consumers

- Better services
- Less turnover
- Positive long-term relationships

Perhaps the greatest beneficiaries of mentoring are the people who receive direct service support. When mentoring has the desired impact of energizing employee commitment, ramping up knowledge and skill, and reducing employee isolation and turnover, the result is better support! When longer term employees who care deeply about the people they serve model the respect, creativity, and skills that are the result of deep knowledge about the preferences and dreams of service recipients, valued outcomes are more likely to occur.

In summary, mentoring is a "win-win-win" situation for the organization, the new employee and the incumbent worker. We need to add the service recipient to this equation. The consumer will receive better quality support through continuous relationships with staff who stay in direct service longer and who have a better understanding of his/her needs.

"Mentoring is a win-win for everyone."

Planning and Customizing The PEP

Do You Need a Mentoring Program?

Mentoring your employees will require time, energy and financial investment. If your employees are satisfied, productive, competent and stable and there is a healthy work culture in your agency, you may not need a mentoring program. For agencies struggling with workforce issues such as high turnover or high vacancy rates, mentoring has become popular primarily as an effective way to:

- extend employee tenure
- transfer complex knowledge and skill to new employees
- assure that new employees feel supported and welcomed
- break down cultural and racial barriers among employees where they exist
- develop future leaders.

Gaining Organizational Commitment

If you feel that one or more of the issues mentioned above provide a strong rationale for implementing a mentoring program in your agency, you may need to gain support and commitment from other agency colleagues to effectively launch a program. Other managers or agency board members may not be as tuned in to the issues and will need conversation and information to reach the same conclusion. Some ideas for obtaining "buy-in" include:

- Make a presentation to others at a management meeting - provide a "fact sheet" about mentoring results including the return on investment if employee tenure can be extended and turnover reduced. Compare these savings with a projected budget for a mentoring program; this budget might include: the cost of program education materials, a percentage of a DSP or FLS position

- Conduct an employee survey to determine interest level

- Invite a representative of another company with a successful mentoring program to present to your board or managers

- Seek funds to pilot a mentoring program from external sources including the state's Developmental Disabilities Council or Regional Employment Boards

- Pitch the idea to peers in other agencies and put together a consortium to share the costs and other resources necessary to develop a program

Program Overview

This section is intended for agency staff who think they are ready to customize and implement the PEP mentoring approach. Before reading on, please refer to the PEP framework below. This provides you with an overview of the activities and key elements of PEP as the authors envisioned this program model. These are the elements that you will customize and use to create your unique mentoring program. Each of the key elements of the flowchart is numbered and corresponds to the more detailed description of the steps that follow in the *Step-by-Step Planning* section. This provides you with the information to pull together your own high-quality PEP program that is customized to meet your needs and desires.

PEP Planning and Implementation Framework

1. Select PEP Coordinator
2. Complete PEP Self Assessment And PEP Planning Worksheet
3. Design Evaluation Component
4. Market – Recruit Volunteers
5. Screen/ Select Mentors
6. Conduct PEP Orientation
7. Train Mentors
8. Make Matches
9. Develop Agreements
10. Monitor and Support Activities
11. Match Concludes
12. Exit Interviews
13. Coordinator/ Planning Team Improve Program
14. Continue Program Cycle (steps 4-14)

Step-By–Step Plan

Now that you have a conceptual overview of the PEP model, let's take an in-depth look at each of the planning and implementation steps outlined in the above framework.

1. **Select PEP Coordinator and Assemble Planning Team**. To design and operate a quality mentoring program it will be necessary to provide the people needed to coordinate the many details of the effort. Definitely do not underestimate the amount of time a coordinator may need to carry out this new program development. It will be important in the initial stages to identify a **planning committee** to assist the coordinator with key planning decisions in the early stage of the program's development. Later this initial committee could serve as an ongoing advisory committee.

In putting together a planning committee, it is a good idea that you include the people who will be served by the PEP program, including both newer and experienced direct support employees. Ultimately, you want these employees to assume ownership of this program and to understand that the program is for and about them. Having their input at the earliest stage is important to this goal and is also a great example of participatory management practice. Others who will add value to this committee include trainers, human resource personnel, program managers, and self-advocates.

PEP Coordinator Responsibilities

- ✓ Coordinate Planning Group
- ✓ Plan PEP Implementation
- ✓ Customize PEP Toolkit & Curricula
- ✓ Market PEP
- ✓ Screen Mentors
- ✓ Arrange and track Matches
- ✓ Conduct PEP Mentor Development Workshop
- ✓ Conduct PEP Orientation
- ✓ Support Mentors and Mentees
- ✓ Evaluate Program
- ✓ Advocate for Ongoing Program Support

The selection of a program coordinator is an important decision and can make or break the success of your effort. This coordinator is really a primary ingredient in the brew for mentoring magic. It is a good idea to look for an outgoing and warm person who is good at introducing, welcoming, and supporting others. Ideally, the coordinator should be someone who is easy to talk to and possesses the communication skills necessary to help the mentor partners resolve any mishaps. It will also help if the coordinator is someone who enjoys planning and coordinating celebrations. One of the best ways to ensure success is to recognize program participants through gatherings where people have an opportunity to share their successes.

Characteristics of a PEP Coordinator

- Good people skills
- Excellent conflict resolution skills
- Enthusiastic
- Enjoys celebrations
- Trainer

In PEP, the coordinator undertakes a number of key functions. It may be useful to keep these in mind when preparing your job description and when selecting your coordinator. In addition to the "people skills" mentioned above, the PEP

Coordinator will be responsible for organizing and maintaining information over time. Such information may include: maintaining lists of active partnerships and ensuring follow-up when partnerships are scheduled to conclude; conducting or arranging for evaluation queries and analyzing results; maintaining lists of individuals seeking mentors and those seeking to be mentors as well as "trouble-shooting" when partnerships falter.

If you plan to use the coordinator to conduct the PEP Orientation Session and Mentor Development Workshop, it is also wise to select someone with enthusiasm and the ability to gain and keep the attention of others when speaking publicly. Also, as time goes by, training and orientation activities should be taken over by mentors and mentees who have had successful experiences and want to share their enthusiasm for the program with others. It is good to think about mentors and mentees as always connected to the program in some way even if they are not always in a mentoring or mentee role. This can help develop a sense of social affiliation and camaraderie that enhances work life and strengthens commitment. It will also help to ensure a quality mentoring program with much support and credibility in your organization.

2. **Complete Self-Assessment.** Customize the PEP Model by convening your planning group for a design session. Use the **PEP Agency Self Assessment Discussion Guide** and the **PEP Planning Worksheet** to review and revise program elements to meet your needs. Both tools are located in tools section at the end of this Program Coordinator Guide. Planners should use these in the early phase of program design. It provides the planners with questions they will need to answer as they think about building an effective program. Questions included in this guide are linked to relevant sections of the PEP Toolkit to guide planners to targeted resources when planning. In this way planners can review these sections as necessary when moving through the discussion guide. **The PEP Planning Worksheet** should be used along with the discussion guide to focus and record decisions the planning committee makes. The decisions recorded on your **PEP Planning Worksheet** will enable you to customize the core program activities.

3. **Design Program Evaluation Components**. Learning organizations engage in continuous quality improvement through a variety of means. One key method is to continually evaluate activities by creating "mental models" (Senge, 1990), implementing them, and measuring their impact through evaluation.

Evaluation ideas:

- Use exit interviews and focus groups to identify PEP participant satisfaction and ways to improve program
- Track turnover before and after program implementation
- Use surveys to determine how mentees applied learning to the job.
- Compare customer satisfaction with PEP graduates vs. other staff

4. **Market Program.** Program planners and the PEP coordinator recruit volunteer mentors through effective marketing strategies. Mentor volunteers will complete a brief application to signify interest in becoming a mentor. Program planners will need to decide if all newly hired staff will be required to enter a mentoring relationship or whether this will be offered as an option for all new and recently hired employees.

5. **Screen and Select Mentors and Mentees.** Establish and publicize clear standards regarding eligibility to be a mentor. The Coordinator receives and screens mentor applications, eliminating any candidates with poor performance records or who fail to meet other qualifying criteria (e.g., length of experience in field). Candidates are notified of the decision and are placed in a mentor pool, awaiting a match with a new hire.

   If all new hires will be required to enter a mentoring/mentee partnership, then the PEP Coordinator must ensure that each new hire completes the **PEP Introduction** - this is a brief written profile that provides some information to the Mentors and PEP Coordinator to facilitate assigning partners. Should you decide that not all new hires will participate, then obviously, matches occur only with those new hires who are interested in having a mentor.

6. **Mentor Preparation:** Participation as a mentor should be voluntary because people who are referred to mentors may find many subtle ways to sabotage the success of the program. All prospective Mentors attend the **PEP Mentor Development Workshop**, a four-hour training session to prepare them to be a mentor. The topics covered in this session include: 1) Mentoring Magic: Overview of PEP Roles and Activities; 2) Effective Coaching, and Teaching Strategies; 3) Practical Cultural Competence; and 4) Communicating Vision, Values and Mission.

7. **PEP Orientation:** Prospective mentors (those who have met the requisite criteria) and mentees attend orientation training which provides essential information regarding the purpose and advantages of the program, the key characteristics of the program, and any required elements of the program such as the frequency of meetings, the duration of the experience, and developing a "**Partnership Agreement**."

8. **Arrange Match:** Factors to consider in matching mentors include culture, primary language, background, age, and work hours/locations. Mentors are notified of an assigned mentee. Those without a match may review and select a mentor from the pool of mentor profiles whose work location is fairly close to the mentee's work location.

9. **Partnership Assessment and Agreement:** Mentor and Mentee discuss mentee's support needs, using **The PEP Professional Development Plan**. When the developmental needs have been prioritized, the partners negotiate an agreement regarding mutual responsibilities, developmental goals, frequency of meetings, length of mentorship and an outline of activities that will help the mentee achieve his or her goals.

10. **Monitor and Support Activities:** In addition to initial training, it is a good idea to schedule quarterly or bi-monthly gatherings for new and experienced mentors to gather for peer support. Some part of the PEP budget should be set aside to provide refreshments (lunch, or wine & cheese, etc.) that will make these events welcoming to all mentors. Some portion of the gathering should be devoted to a facilitated discussion of the experiences of active mentors to provide them with a forum for: receiving advice on challenges; reflecting on the overall experience of mentoring; celebrating the successes they are having with their mentees; and strengthening and improving the program for all involved. Meetings should

also provide opportunities for informal networking and conversation.

The PEP Coordinator should facilitate these discussions and structure the conversation to ensure that people get what they need. During the meeting the PEP Coordinator should notice those mentors who would benefit from individual support and follow this up with an individual contact with that mentor. These meetings can also provide an opportunity for recognizing accomplishments of mentors.

These meetings also provide the PEP Coordinator with an opportunity to evaluate what is going well or not so well and to use this information for overall program improvement. Other ideas for supporting mentors include:

- Periodic training events off site
- Peer mentoring fun night – have a "Hot Chile PEPpers Party"- wear summer clothes and dance to reggae or Zydeco some cold January night
- PEP Mentor Network Brown Bags- share stories, pros and cons, improvements or changes
- Agency recognition in the newsletter – establish a "PEP Column"
- Mentor tracks and sessions at conferences
- Allocate some money for PEP partners to use to go out for lunch, high tea or to enjoy other beverages of a sociable nature
- Hold an annual dinner party where accomplishments are recognized, and appreciation is rendered
- Support mentors in preparing presentations for conferences
- Feature profiles of people / programs in community news
- Formal recognition of mentors in performance-based salary considerations
- Give members a plaque, certificate, agency t-shirt or some other item to symbolize their selection as exemplary employees worthy of being mentors
- Paid release time to meet with mentee outside of regular work schedule

11. **Agreement Concludes:** Partners may want to: 1) renew their agreement for a longer period of time. In this case they will want to identify new goals and create a new **Partnership Agreement**; or 2) conclude their partnership by reflecting on mutual benefits. Partners should be required to notify the PEP Coordinator of their decision. At the time the contract ends, both mentor and mentee should evaluate the extent to which the desired outcomes were achieved and what, if anything, could be done to improve the program in the future.

12. **Coordinator Conducts Exit Interviews and Surveys.** When partnerships conclude, the PEP Coordinator will want to obtain feedback either by talking to partners or through a written survey.

13. **Incorporate Feedback** - Use the information gathered in exit interviews, Mentor Support Network meetings and other evaluative processes, to engage in continuous program improvement. Assess mentor skills after training and in annual performance reviews. Collect input from both mentor and mentee on a regular basis, to monitor program success in order to identify needed program modifications or mentor training needs.

Launching The PEP Program

Create a Calendar

Now that you have created your PEP Program design, the PEP Coordinator and the Planning Committee should create a calendar for implementing your first program cycle (this will be more difficult than subsequent program cycles). The key targets and events that you will want to schedule should include the following:

1. **Meeting Dates and Locations of PEP Planning Committee** - the people helping with PEP planning should continue to meet to support the coordinator in key activities and decisions. As time goes by former mentors and mentees should be encouraged to become part of this committee.

2. **Marketing Events**. Target the development and distribution of PEP marketing materials including a program brochure, flyers for posting on information boards and distributing to all staff, announcements for staff meetings and articles for the agency newsletter. Schedule fun events where employees can gather to hear about the program and the incentives for becoming a mentor.

3. **Extension of Personalized Invitations to Valued Staff** to serve as mentors. Agency leaders and PEP Planners should all be involved with identifying exemplary staff and making a personal request to those individuals to become mentors.

4. **Meetings with Agency Human Resources Staff** to coordinate referrals of new recruits to PEP Program Orientation. This is important for all PEP programs. The conditions of participation must be made clear to people in the hiring process and the PEP Coordinator will need to devise a system to receive names of new hires and involve them in orientation and ongoing mentoring relationships. It may be useful to provide the Human Resources Personnel with the information from the **Mentee Introduction Forms** that will be completed by the new hire along with other essential paperwork and then forwarded to the PEP Coordinator.

5. **PEP Orientation Events** - these one-hour events should be scheduled with enough frequency to provide timely outreach and connection to new staff needing mentors and new mentor volunteers.

6. **PEP Mentor Development Workshops** - The in-depth mentor preparation seminar will take four hours to complete and will occur less frequently than orientation events.

7. **Mentor Network Support Activities** – These are gatherings of current and former mentors, intended to provide support and guidance to those who are actively mentoring others. They should be held on a quarterly or bi-monthly basis and provide incentives (food and fun) for mentors to gather for conversation and peer support informal networking and peer support. The PEP Coordinator should facilitate.

8. **PEP Evaluation Activities**. Your decisions regarding how you will evaluate your program should be integrated into the PEP calendar to the degree possible. For example, if you plan to conduct focus groups or distribute surveys to people who participate in the program, you will want to schedule them for a time when participants have gained some experience with the program. Other evaluative activities will occur on an ongoing basis, such as exit interviews and gathering feedback at Mentor Network Support events. See the PEP Coordinator Tools section (next page) that has a copy of the "Peer Empowerment Program Exit Interview-Mentor Interview Guide" and the "Peer Empowerment Program Exit Interview-Mentee Interview Guide."

PEP Program Coordinator Tools

Skill Standards Summary

1996 Human Services Research Institute

The following is an overview of competency areas and skill guidelines applicable to direct support work. The information is a limited outline of a complete body of skill standards developed under *The Community Support Skill Standards Project.*

AREA 1: PARTICIPANT EMPOWERMENT

The competent direct support professional (DSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

SKILL STANDARDS:

A. **Assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.**

B. **Promotes participant empowerment by facilitating the participant's leadership in the design of his/her support services.**

C. **Provides opportunities for the participant to be self-directed by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.**

D. **Provides information about human, legal, civil rights and other resources; facilitates access to such information; and assists the participant to use information for self-direction and decision making about living, work, and social relationships.**

AREA 2: COMMUNICATION

The direct support professional (DSP) should be knowledgeable about the range of effective communication and basic counseling strategies and skills necessary to establish a collaborative relationship with the participant.

SKILL STANDARDS:

A. **Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.**

B. **Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.**

C. Learns and uses terminology appropriately (ADL, LD, ADD, IPC), explaining as necessary to ensure participant understanding.

AREA 3: ASSESSMENT

The direct support professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

SKILL STANDARDS:

A. Initiates or assists in the assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, evaluation results, additional evaluation) and informing the participant about what to expect throughout the assessment process.

B. Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants, using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

C. Discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

AREA 4: COMMUNITY AND SERVICE NETWORKING

The direct support professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

SKILL STANDARDS:

A. Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.

B. Researches, develops, and maintains information on community and other resources relevant to the needs of participants.

C. Ensures participant access to needed community resources, coordinating supports across agencies.

D. Participates in outreach to potential participants.

AREA 5: FACILITATION OF SERVICES

The direct support professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

SKILL STANDARDS:

A. **Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent etc.), and recognizes his or her own personal limitations.**

B. **Assists and/or facilitates the development of an individualized plan based on participant preferences, needs and interests.**

C. **Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participant preferences, needs and interests.**

D. **Assists and/or facilitates the review of the achievement of individual participant outcomes.**

AREA 6: COMMUNITY LIVING SKILLS AND SUPPORTS

The direct support professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

SKILL STANDARDS:

A. **Assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.**

B. **Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs, to maximize his or her skills, abilities and independence.**

C. **Assists with identifying, securing and applying needed equipment (e.g., adaptive equipment) and therapeutic techniques (e.g., physical, occupational and communication).**

D. **Supports the participant in the development of friendships and other relationships.**

E. **Assists the participant to recruit and train service providers as needed.**

AREA 7: PROFESSIONAL DEVELOPMENT & COMMUNITY AWARENESS

The direct support professional should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

SKILL STANDARDS:

A. **Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.**

B. **Educates participants, co-practitioners and community members about issues by providing information and support and facilitating training.**

AREA 8: ADVOCACY

The direct support professional should be knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

SKILL STANDARDS:

A. **Identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.**

B. **Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.**

C. **Facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and enlists the support of decision makers when appropriate to overcome barriers to services.**

D. **Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.**

AREA 9: VOCATIONAL, EDUCATIONAL AND CAREER SUPPORT

The direct support professional should be knowledgeable about the career and education-related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

SKILL STANDARDS:

A. **Explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.**

B. **Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.**

C. **Works in collaboration with the participant, employers and school personnel to support the participant, adapting the environment, and providing job-retention supports.**

AREA 10: CRISIS INTERVENTION

The direct support professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

SKILL STANDARDS:

A. **Identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.**

B. **Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.**

AREA 11: ORGANIZATIONAL PARTICIPATION

The direct support professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

SKILL STANDARDS:

A. **Contributes to program evaluations and helps to set organizational priorities to ensure quality.**

B. **Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.**

C. **Provides and accepts co-worker support, participates in supportive supervision, and contributes to the screening of potential employees.**

D. **Provides input into budget priorities, identifying ways to provide services in a cost-beneficial manner.**

AREA 12: DOCUMENTATION

The direct support professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

SKILL STANDARDS:

A. **Maintains accurate records, collecting, compiling and evaluating data, and submitting records**

B. **Maintains standards of confidentiality and ethical practice.**

C. **Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.**

PEP Agency Self-Assessment Discussion Guide

PEP Planners may use this discussion guide to help formulate program vision. This guide should be used, along with the PEP Planning Worksheet, to record decisions that the planning team makes. It will provide guidance in customizing PEP for your organization and getting off to a good start. You will want to refer to the Step-By-Step Plan to see the suggested components of the PEP Program. You may choose to adopt the suggested component as it is described or modify it to meet your needs.

It is a good idea to record your decisions and ideas as you move along through each question. You can use the PEP Planning Worksheet for this purpose. Plan to spend several hours engaged in the framework planning conversations.

1. Why are you developing the program? It may be because you have difficulty retaining employees or because you wish to motivate employees to sharpen their skills. You may have reasons other than high turnover to implement PEP. It is important to identify these specific reasons so that your program training and evaluation component will be sure to address the agreed-upon purposes of your program. Employee surveys and exit interviews are useful tools to identify and focus the mission of your mentoring program. Record the overall program goals on the PEP Planning Worksheet.

2. Review where you might start. There may be particular sectors or areas within your agency where turnover is significantly higher or morale is low for other reasons. You may want to provide a mentoring intervention to this group first.

3. Are there any patterns to your employee turnover or other employee issues you want to address that can help you focus your program? For example, you may notice higher turnover among men or women, or you may have difficulty retaining people in particular ethnic or cultural groups. In that case, you will want to pay particular attention to the cultural barriers or other barriers this group is experiencing and be sure to address these in your mentor training. Some of this information might be learned via exit interviews with departing employees. Other ways to gather this information include conducting surveys, speaking with employees individually or conducting focus groups.

4. Customize your focus. The stated purpose of your program (as discussed in question 1) and the information you gather about the problems employees are experiencing will influence the emphases of your training and evaluation activities. Your PEP Orientation Sessions and Mentor Development Workshops should integrate the information about how to address problems common to newer employees in your agency.

5. Learning and sharing experience cannot be forced and, because the focus of PEP is on these activities, we recommend voluntary participation for both mentors and mentees. Do you think participation of mentors should be voluntary? Do you think that all new and recently hired employees should participate in a mentor partnership or will this be voluntary?

6. Will you provide any incentives to mentors? What will they be?

POSSIBLE INCENTIVES FOR MENTORS

- ❖ Sign up bonus $25.00; every 6 months in active mentoring offer a $50.00 bonus
- ❖ Annual $5.00 weekly increase
- ❖ Gift certificate --$10.00 for every mentor who stays one year
- ❖ High school awards for youth intern
- ❖ Yearly peer mentoring retreat to get group excited again / make improvements etc.
- ❖ Unexpected recognition and thanks (dinner out)
- ❖ $250.00 at end of mentoring time period
- ❖ Display mentor pictures in the company headquarters
- ❖ Send mentors to conferences to present program
- ❖ Mentors and staff recognize mentors through awards etc.
- ❖ Other?

7. How will you market the program to interest volunteers in participating?

Possible Marketing Strategies

- ✓ Articles in company newsletter
- ✓ Personal call from a mentor to each new employee
- ✓ Personal invitations to valued employees to serve as mentors
- ✓ Brochure provided to each new employee
- ✓ Wine & cheese reception for new employees to hear about mentoring
- ✓ Photographs and vignettes about mentoring benefits on company web site
- ✓ Video depicting positive mentoring experiences
- ✓ Information about mentoring in orientation
- ✓ Incentives for mentors and mentees
- ✓ Job aids about mentoring
- ✓ Other?

8. Will you screen mentors in any way? Possible screening criteria might include: length of time in direct service, quality of performance reviews, good employment standing, nomination by a supervisor, or quality of interpersonal skills.

9. Do you need to alter any aspects of the Orientation Module or add or delete other modules of the mentor-training unit? Note changes.

10. Will you follow the PEP guidelines for matching mentors and mentees or try a different strategy? (See Step 8 in Step-By-Step Plan).

11. How will your program support mentors and mentees and sustain their enthusiasm and commitment? (See Step 10 in Step-By-Step-Plan).

12. How will you evaluate the impact of your program? What will be important to know about mentors? Mentees? Effects on the organization?

13. Who will coordinate the program and how will the role be structured?

14. Will you begin the program on a pilot basis? Pilots are usually time-limited, smaller scale versions of a program. Usually pilots include an intensive evaluation component to help the program developers iron out any "bugs" that are discovered in the pilot phase. This saves time and money that are associated with making mistakes in larger-scale implementations.

15. Do you have support from the CEO of your organization? If not, how will you obtain this? What do you think will represent barriers to running a successful mentoring program? How can you overcome these? What factors will strengthen your program? Are there other people or groups who need to know about and support the program? What is the best way to obtain this support?

PEP Planning Worksheet

Directions: Your PEP Coordinator and Planning Committee will need to review the components of the PEP program as they are described in this guidebook and make decisions regarding the elements of the PEP program that you want to change. Keep in mind that the toolkit curricula may need to be adjusted to reflect any changes you make. Use this worksheet to remind you of what you need to decide and to record your decisions.

PEP Framework Decision Checklist	Your Decision
1. Have you identified the mission and key goals of your PEP program?	
2. What areas or groups in your company will you target for initial mentoring experiences?	
3. Which themes or aspects of a new worker's experience do you want to be sure to address in your mentor training and preparation?	
4. Are these themes addressed adequately in the PEP Orientation and Mentor Prep curriculum? If not describe the changes you will make to address these themes?	
5. Will the coordinator be responsible for marketing, recruitment, screening, assigning matches, training, mentor-mentee support, monitoring and evaluation? If not, describe which activities will be eliminated or assigned to others.	
6. Will mentors and mentees volunteer for PEP Participation? If not, describe how they will participate.	
7. Have you identified the mentor screening criteria you will use?	
8. In making matches will mentors and mentees have an opportunity to propose partners after a joint orientation or social event? Will other matches be assigned by the coordinator on a rolling basis from the pool of qualified mentors?	
9. Will mentors receive thorough training? If not, describe how mentors will prepare for the role?	
10. Will the mentor and mentee relationship last for an interval of four to six months to be determined by the partners? If not, describe the interval you prefer.	
11. Will the mentor and mentee complete a *PEP Partnership Agreement* together? If not, describe how they will develop the goals of the partnership.	
12. Is there is a "no-fault termination policy," meaning that either partner may terminate the relationship in a respectful manner for any reason without recrimination?	
13. Have you identified the program outcomes you would like to evaluate and how you plan to measure them?	
14. Will mentors and mentees complete an evaluation form at the end of the relationship or will you conduct exit interviews with mentors or mentees?	
15. Will the project have an advisory board? If not, how will the program involve mentors, mentees and other stakeholders over time?	

Peer Empowerment Program Exit Interview

Mentor Interview Guide

Please tell us a little bit about yourself and your career.

Where do you work?

How long have you worked there?

How long were you a PEP mentor?

How long has the person you mentored been working for the agency?

Please tell us about your experience with the PEP Mentoring Program.

Do you feel you were an effective mentor?

Did you have enough support from your agency to be an effective mentor?

Did the training adequately prepare you for your role as a mentor?

Do you feel that the person you mentored is better prepared for his/her role?

What benefits did **you** experience as a mentor?

What would help make the experience better or more effective?

Would you consider being a mentor again?

Peer Empowerment Program Exit Interview

Mentee Interview Guide

Please tell us a little bit about yourself and your career.

Where do you work?

How long have you worked there?

How long were you a PEP mentee?

How long has the person who mentored you been working for the agency?

Please tell us about your experience with the PEP Mentoring Program.

Do you feel your mentor was effective?

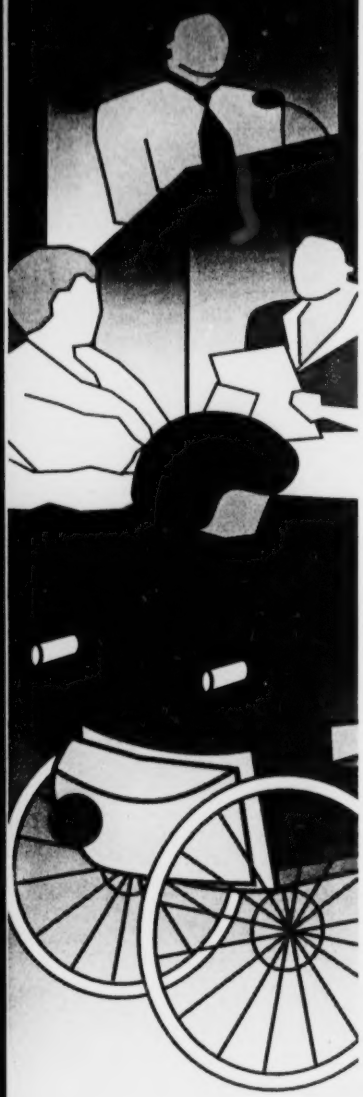
Did you and your mentor have enough support from your agency to be an effective partnership?

Do you feel that you are better equipped for your job as a result of being mentored?

What benefits did you experience as a mentee?

What would help make the experience better?

Would you consider being a mentee again? Do you plan to become a mentor?



The PEP Curriculum:
Module A
The PEP Orientation Session
and
Module B
The PEP Mentor Development Workshop

Facilitator Guide

The PEP Curriculum (Facilitator Guide)

Introduction to the PEP Curriculum ..... Intro 3
How to Use the Facilitator Guide ..... Intro 4
The Adult Learner and You ..... Intro 7

Module A: The PEP Orientation Session
Arrangements and Materials A1
Unit A1 Welcoming and Getting to Know You A2
Sign-in Sheet A3
Unit A2 Overview of PEP Roles and Activities A4
Unit A3 PEP Mentoring: What it Means and What are the Benefits A5
Unit A4 The PEP Partnership Process and Activities A7
PEP Mentor Volunteer Application A9
PEP Mentee Introduction Form A10
Module A Overhead Masters A11

Module B: The Mentor Development Workshop
Arrangement and Materials B1
Unit B1 Mentoring Magic B2
B1-1 Welcome and Introduction B4
B1-2 Benefits of Mentoring B6
B1-3 Challenges New DSPs Face B8
B1-4 Becoming PEP Partners B10
PDP Plan B12
Example of a Completed PDP B13
CSSS Summary B14
NADSP Code of Ethics B20
Teamwork Skills Chart B25
PEP Partnership Agreement B27
Unit B2: Coaching and Teaching B30
B2-1 Different Strokes for Different Folks B31
Learning Styles Summary Descriptions B34
B2-2 What Makes Learning Fun and Easy B35
Cool Teachers and Mentors Worksheet B36
B2-3 Mentoring Skills and Pitfalls B37
Mentor Skills Checklist B38
B2-4 Listening Well is Mentoring B39
Active Listening and Coaching Worksheet B40
Unit B3: Practical Cultural Competence B41
B3-1 America: Melting Pot or Not? B42
B3-2 Practicing Cultural Competence B44
Cultural Competence Scenarios B45
Cultural Competence Worksheet B46
Unit B4: Communicating Mission, Vision, and Values B47
B4-1 What's the Buzz? B48

Self-Determination Worksheet B50
B4-2 How Can We Help? B51
B4-3 Summary Evaluation and Celebration B52
PEP Curriculum References B53
Module B Overhead Masters B56

Introduction to The PEP Curriculum

PEP Orientation Goals:
The purpose of Module A, PEP Orientation Session is to give prospective mentors and mentees a general understanding of PEP. It is intended to reach both mentors and mentees and create enthusiasm for becoming part of the PEP experience. The PEP Orientation Session takes one hour and should be scheduled before the Mentor Development Workshop. We suggest separating the two training sessions by at least one week. This provides some time for prospective mentors to think about their role as a mentor and to complete any necessary paperwork.

PEP Mentor Development Goals:
The goal of Module B, The PEP Mentor Development Workshop, is to provide prospective mentors with experiences that will build their confidence as they approach the role of mentoring peers. It provides mentors with exposure to fundamental concepts of mentoring while offering opportunities to apply knowledge and to practice skills that facilitate positive outcomes for both partners.

There are four key topics covered in the Mentor Development Workshop curriculum including: 1) Mentoring Magic – the Role and Activities of the PEP Mentor; 2) Teaching and Coaching Others; 3) Practical Cultural Competence; and 4) Mentoring Mission, Values and Vision. Instructors using this curriculum must remember that, given the limited level of exposure that mentors will have to each topic (one hour), it is unrealistic to expect the mentor to reach a high level of expertise in each area. This curriculum provides a basic introduction and overview of these topics to prepare mentors for their role.

The workshop is designed to occur over a four-hour period with each of the four topic areas taking about one hour to complete. Organizers may choose to do all topics in one workshop session or to spread them across four one-hour meetings. The individual topics are designed to be able to stand alone so that they may be sequenced over several days or weeks.

Training Approach:
People tend to learn more when they practice what they learn, apply it in simulated and real work experiences accompanied by feedback, and are actively engaged with each other through discussion, reflection, and creative collaboration. For these reasons the PEP Orientation and the PEP Development Workshop frequently involve learners in interactive exercises. "Topics" are also constructed of a series of related activity-based learning structures. Trainers should feel comfortable altering the learning structures or substituting other activities that accomplish the same goal but are better suited to the context in which they are working. The kind of facilitator who will do best with this curriculum is someone who can promote a fun and informal feeling in the workshop and motivate others to share their thoughts and feelings with others.

How to Use the Facilitator's Guide

The facilitator for *Removing the Revolving Door* needs to have a working knowledge of the issues facing human service agencies in the area of recruitment and retention and be an experienced trainer. Ideally, they would also have experience in the FLS role. In addition, they need to be well-versed in the current best practices in support services and understand how to define, describe, and infuse the concepts of: supported living and supported employment; self-determination and empowerment; advocacy and self-advocacy; choice; participant outcomes; natural supports and community connections; and person-centered planning and supports. They also need to understand national and local trends in supports (i.e., smaller, more dispersed settings, individual family supports, consumer-directed support options) and how these issues affect recruitment and retention.

Facilitators will need to have a number of resources on hand and are encouraged to look for additional resources to help them in understanding and teaching the competencies needed for FLS to be effective in recruitment, retention and training. **Facilitators are strongly urged to review the list of materials well in advance of presenting the training as some materials needed for training may take several weeks to obtain and review.**

There are 2 modules in the PEP Curriculum, divided into a one-hour orientation session for mentors and mentees and a 4-hour workshop to train mentors. Handouts and worksheets for all course activities are located at the end of the activity in which they are used. Overhead slides to copy onto transparencies are included at the end of each module. They are also available in two other formats, 1) electronic PowerPoint format on the floppy disk (included with this curriculum), 2) as a downloadable PDF file on the DSP website located at http://rtc.umn.edu/dsp. The facilitators should carefully read and study all of the information contained in the entire curriculum and familiarize facilitators with the overheads prior to presenting this curriculum so that any additional information that is needed can be sought prior to the session. Ideally, facilitators will have participated in a train-the-trainer session regarding the use of this curriculum.

The authors recommend that no more than 30 people participate in the course at one time and that people commit to the whole curriculum. However, if the agency has a good understanding of specific skills their FLS need in this area, shorter targeted training could be offered using these materials.

The *Peer Empowerment Program* curriculum requires the facilitator to use plentiful examples from their own experience or the common experiences in their agencies to illustrate concepts. Seek out examples in advance and use the experiences of the participants throughout the training to highlight and clarify issues.

This curriculum is divided into two modules that are broken into several units covering specific concept areas. Within a unit, content is presented through flipchart exercises, worksheets, mini-lectures, group discussions, activities, and other tools that are provided to help learners apply the concept in the work setting. In addition, worksheets are often used to facilitate the learning process.

A brief description of the instructional strategies is listed below. These strategies and methods have related symbols which appear in the left margin of each section, so that facilitators can easily see what strategies they will be using as they move through the curriculum.

Mini-Lecture

The mini-lecture is an instructional tool designed to present basic concepts and information about a specific topic in a brief (10-15 minute time period). The mini-lecture consists of written text instruction on how to present the material and how to use the accompanying overhead transparencies.

As a facilitator, you should use the text and overheads as a foundation for the training but should add your own experience and other resources you found helpful in previous training or learning experiences. We encourage you not to read the text word-for-word to participants. This is often boring for learners and is not an effective teaching strategy. Unit summaries are included at the end of each unit to assist you in summarizing the information.

Discussions

Discussions are designed to be a more interactive way to present material to participants. Discussions start with open-ended questions designed to draw out experiences and ideas from participants prior to or during the delivery of content. We encourage you to present content based on the experience level of and comments made by participants, and build from this point. As adult learners, participants will bring a wide variety of experiences and knowledge to the learning environment. Be sure you capitalize on this valuable learning tool. Overheads are included to guide the discussion session. At the end you will want to summarize the discussion and to emphasize the key points made in discussion(s).

Worksheet

Some discussion sessions include in-class worksheets which are intended to help facilitate the discussion process. Learners may complete or review a worksheet as individuals or in small groups. Usually the information included on the worksheets will be used for further discussion about a specific content area. Some worksheets are designed to be taken back to the worksite and prepared either alone or with a group or coworkers. Many of the completed worksheets will be turned into the facilitator for review and comments.

Activities

Activities are experiential exercises used by the facilitator to encourage participants to interact with the information being delivered. The types of activities vary. They are used to stimulate thinking around a concept prior to presentation of content, or to apply the knowledge and skills participants are learning. Activities can be adapted according to group size and experience level of the participants. Directions guide the facilitator about how to organize and facilitate each activity.

Flipchart Exercise

Flipchart exercises accompany many of the discussions and activities. The facilitator or a participant records on the flipchart participant responses during discussions for the large group.

This is used to visually sort information or to record items and thoughts that will be used later in the session. Sometimes small groups will use flipcharts as they work on exercises together to assist them in organizing information they will report back to the large group.

The Adult Learner and You

This curriculum was developed with the principles of adult learning in mind. The materials are designed to help adult learners achieve the unit, module, and curriculum objectives. As you make modifications to the curriculum to meet the unique needs of your own participants you will want to keep these important adult learning principles and suggestions in mind.

What makes the adult learner different from school-age learners? Adult learners are goal-oriented and come to a training session seeking information that will help them with the specific work tasks they need to accomplish. Information is best presented using detailed examples that relate to the learner's understanding of the topic, and that clearly identify the learning objectives.

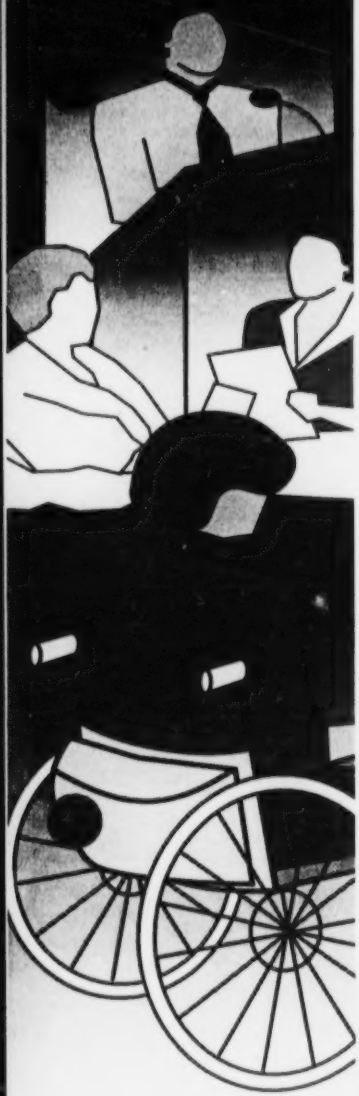
Adult learners also come to the learning environment with a variety of experiences and knowledge sets. This previous experience and knowledge needs to be respected in a number of ways: first, by seeking and gathering information from participants regarding their level of knowledge; second, by adapting your presentation and activities so that they are meaningful to participants, based on their previous experiences; and third, by utilizing the experiences of participants in letting them illustrate content and teach concepts to others.

Because adult learners generally need and want to immediately apply learning, they should have plenty of opportunities to practice and demonstrate new skills. Like all learners, each adult is unique in how s/he best learns. Using a variety of methods to teach and reinforce concepts (e.g., visual, auditory, tactile) will be critical in helping learners achieve the unit objectives. Ask participants for regular feedback, frequently assess their understanding by asking open-ended questions, and have them "teach" you or others. Make adaptations to the materials when necessary.

It is important that the adult learner feels comfortable in the learning environment. Therefore, sharing "housekeeping" details (location of restrooms, vending machines), scheduled breaks, and the agenda or module overviews is critical. In addition, some topics may require the group to come to consensus on or establish group norms around participation. You are encouraged to discuss the following ideas with participants regarding some initial group norms:

- Personal information shared by participants will stay in the room.
- Each person can participate to the degree to which s/he feels comfortable.
- There is no right or wrong answer.
- Be respectful and listen to others' responses.

As a facilitator, if you have questions, concerns, or are unsure about how to use this manual, feel free to talk to other trainers or to your peers for suggestions. Often putting the experiences of two people together is helpful in finding resolution or preparing for a training session. It will be important to listen to the feedback you receive from participants. Feel free to modify your delivery of this material based on what you hear from participants over time. This will only enhance your skills in teaching this important content.



Module A
The PEP Orientation Session

Facilitator Guide

Module A: Arrangement and Materials	
Room Set-up:	• Participants sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle) • Refreshments are provided to set a welcoming tone. Play some relaxing, interesting music while people arrive
Materials:	• Flipchart • Overhead projector • Water-based markers • Nametags in two colors – one for potential mentors and a different one for potential mentees • Sign-in sheets (including phone numbers or e-mail)
Overheads:	• Goethe Quote • Getting to Know You • PEP Orientation Session Objectives • PEP Mentoring Means… • The PEP Partnership Benefits • The PEP Partnership Process • Partnership Activities • The PEP Key Points Summary
Handouts/ Worksheets	• Mentor Volunteer Application Form • Mentee Introduction Form

A1: Welcoming and "Getting to Know You"

Goals of the Activity:

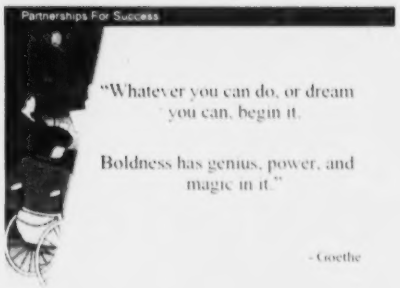
- ✓ Model a relaxed and fun style of interaction
- ✓ Help people feel comfortable and connected

Time: 15 minutes

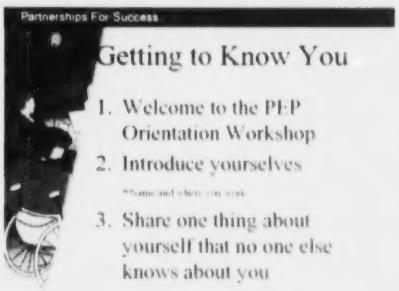
Materials Needed:

- ✓ Facilitator:
- ✓ Overhead Projector
- ✓ Overheads
  - Goethe Quote
  - Getting to Know You
- ✓ Flip Chart
- ✓ Colored Markers

Facilitator Instructions:



1. Welcome individuals as they arrive and give prospective mentors one color nametag and perspective mentees another color nametag. Ask them to sign in on the sheet if they have not done so already. It is nice to have good music on in the background to make the meeting fun and welcoming. Also have the "**Goethe**" overhead up for people to see as they arrive at the session.


Partnerships For Success
Getting to Know You
1. Welcome to the PEP Orientation Workshop
2. Introduce yourselves
3. Share one thing about yourself that no one else knows about you

2. When the group is assembled, put up overhead, **Getting To Know You**. Then, introduce yourself and welcome everyone to the PEP orientation. Tell them they will learn more about PEP in a moment but first we will get to know each other.

3. Ask participants to say their name, where they work and tell the group something that no one in the room knows about them. Model this by telling people what you do and sharing something humorous about yourself. (10 minutes)

4. Remind the participants that they should follow along in the Learner Guide and jot down any notes, ideas, feelings, etc., as material from the overheads is presented, during and after small group exercises, and at any other time. Spend some time reviewing the Leaner Guide. Ask participants if they have questions about how the Learner Guide is organized. (5 minutes)

5. Say, "Now that we know something about each other, let's move to the next activity of this unit!"

Welcome

To The PEP Orientation Session

Please sign in and complete the information!

NAME	WORKSITE NAME	PHONE NUMBER

A2: Overview of PEP Roles and Activities

Goals of the Activity:

- ✓ Help participants understand the goals of the PEP Orientation Session
- ✓ Provide an overview of the PEP Roles and Activities
- ✓ Understand basic roles and expectations for mentors and mentees

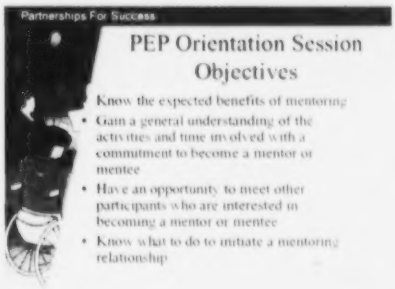
Time: 5 minutes

Materials Needed:

- ✓ Overhead projector
- ✓ Overhead:
  - PEP Orientation Session Objectives

Background Information: Read the information from the PEP Program Coordinator Guide and the Introduction to the PEP Curriculum.

Facilitator's Instructions:


Partnerships For Success
PEP Orientation Session Objectives
• Know the expected benefits of mentoring
• Gain a general understanding of the activities and time involved with a commitment to become a mentor or mentee
• Have an opportunity to meet other participants who are interested in becoming a mentor or mentee
• Know what to do to initiate a mentoring relationship

1. Put up the overhead, **PEP Orientation Session Objectives**. Tell the participants, "This session will focus on defining what PEP means and what mentoring is and is not. In addition, we will discuss the benefits of mentoring and gain a better understanding of the roles of a mentor and a mentee and the activities in which each participates. A third major area in the session is for all of you to meet each other and talk about what interests you in becoming a mentor or in being a mentee. Finally, all participants will learn about the steps involved in initiating a partnership between a mentor and a mentee." (5 minutes)

2. Ask the participants if they have any "burning" questions about mentoring and the roles and activities of mentors and mentees.

A3: PEP Mentoring: What It Means and What Are the Benefits

Goals of the Activity:
- ✓ Understand the meaning of PEP and mentoring
- ✓ Generate interest in PEP
- ✓ Describe benefits of mentoring

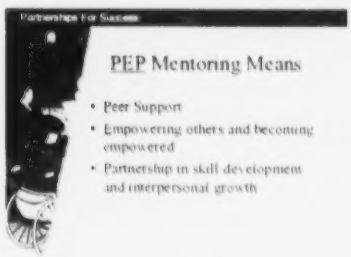
Time: 15 minutes

Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overheads:
  - PEP Mentoring Means
  - PEP Partnership Benefits
- ✓ Flipchart and Markers

Background Information: None

Facilitator Instructions:

1. Put up **PEP Mentoring Means** overhead and say: Here at the _____ agency we value direct support and quality.
   (Name of Agency)
   For this reason we are implementing PEP to put these values into action. PEP shows that we value direct support and quality by:

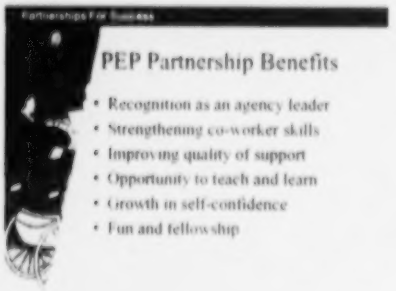

Partnerships For Success
PEP Mentoring Means
• Peer Support
• Empowering others and becoming empowered
• Partnership in skill development and interpersonal growth

   - Recognizing that new employees need support in building the expertise they need to succeed and to advance in their community-based human service careers
   - Honoring the knowledge and skill that experienced staff possess by providing opportunities for them to teach and share their knowledge with others as mentors
   - Giving experienced and valued DSPs opportunities for leadership by becoming PEP Mentors (mention briefly any incentives your agency has in place)
   - Providing PEP volunteers with opportunities for celebration and recognition of their work throughout the year (describe your special activities here) (5 minutes)

2. Ask participants how many of them have had a mentor in the past or have been a mentor (some will nod or raise their hands). Ask those who have mentored others to describe how it made them feel. Chart this on a flipchart page labeled "Benefits of Being a Mentor." Ask

people who have been mentored to describe some of the good things that came out of the experience. Chart this on a page titled: "Benefits of Having a Mentor." (5 minutes)

3. When this is done or if people are somewhat reluctant to share their thoughts, put up the overhead that is titled **PEP Partnership Benefits**. Emphasize those points that participants have not yet mentioned. (5 minutes)


PEP Partnership Benefits
• Recognition as an agency leader
• Strengthening co-worker skills
• Improving quality of support
• Opportunity to teach and learn
• Growth in self-confidence
• Fun and fellowship

4. Make a transition by saying, "Now I will tell you what's involved in becoming a PEP Mentor or Mentee."

A4: The PEP Partnership Process and Activities

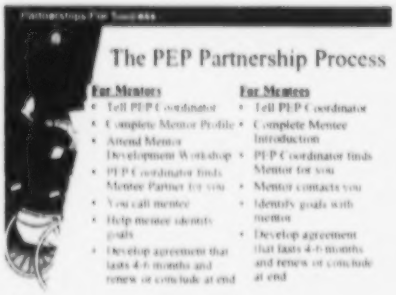
Goals of the Activity:
1. Communicate components of The PEP Program
2. Describe Partnership Activities

Time: 25 minutes

Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overheads:
  - The PEP Partnership Process
  - PEP Partnership Activities
  - PEP Key Points Summary
- ✓ Forms: Mentor Profile & Mentee Introduction

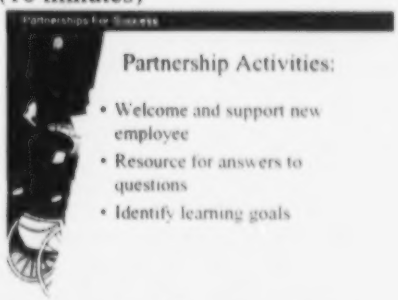
Background Information: None

Facilitator Instructions:


The PEP Partnership Process
For Mentors
Tell PEP Coordinator
Complete Mentor Profile
Attend Mentor Development Workshop
PEP Coordinator finds Mentee Partner for you
You call mentee
Help mentee identify goals
Develop agreement that lasts 4-6 months and renew or conclude at end
For Mentees
Tell PEP Coordinator
Complete Mentee Introduction
PEP Coordinator finds Mentor for you
Mentor contacts you
Identify goals with mentor
Develop agreement that lasts 4-6 months and renew or conclude at end

1. Tell group: "Now that we've talked about some of the benefits of mentoring, I'd like to show you how easy it is to become a mentor or a mentee and some of the things you will do together as part of the PEP program."

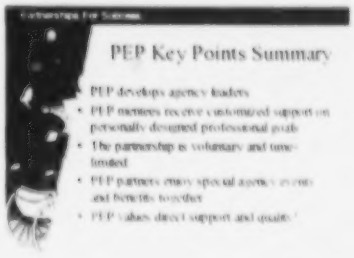
2. Put up **PEP Partnership Process** overhead. Say: "It's really easy to become a mentor or a mentee. One way is to find a partner here today. To make this convenient for you I have cleverly given people looking for mentors the green color nametag and those who want to be mentors the blue color nametag. At the end of the presentation you will have some time to network. If you find a partner just let me know." Then discuss each step of the process for mentors and mentees. **(10 minutes)**



3. Put up the **Partnership Activities** overhead and say: "The two primary purposes of PEP Mentoring is to 1) help the mentee feel welcome and supported in the agency; and 2) to develop the skills s/he needs to succeed in direct support by having someone to turn to with questions, someone who will show them "the ropes." Some of the activities that help to structure that process are to help the mentee decide what skills s/he wants to work on together and to create a written compact or agreement spelling out the goals of the partnership. It's important for partners to

understand that if it's not working out, that's OK. Either party can respectfully end the partnership without needing to justify his/her decision. (5 minutes)

4. Put up the **PEP Key Points Summary** overhead" and say, "There are several key aspects of the PEP program that are important for you to understand. We feel that PEP is one of the primary ways in which leaders are created at _____.
(Name of Organization)
Mentees receive customized, individual support designed to help you learn the ropes at _____ and to assist
(Name of Organization)
you in meeting professional goals. PEP Partnerships are designed to be time-limited. This gives partners an opportunity to go on to another mentor if desired or to stay with the same mentor but to renew and refresh the partnership agreement they have. Mentors learn how to develop the agreement in the next Module, PEP Mentor Development Workshop. Whenever partners begin a partnership or end one, they must notify the PEP coordinator who provides ongoing support to mentors. (10 minutes)



5. PEP participants receive benefits that other employees do not. Facilitators should mention in detail any events, awards, etc. that the agency has selected as benefits for mentors and mentees.

6. Most importantly, as a PEP participant, you signify your commitment to quality and excellence in service because you are showing that you are committed to growth and continued learning. Tell the group, "These are the important things to know for now about PEP. Does anybody have any questions?"

7. Encourage people to stay and chat for awhile. Say, "We are now going to review and complete the forms that are appropriate for what you want to be: a mentor or a mentee."

8. Tell participants that there are separate forms for prospective mentors and mentees. These forms include the **PEP Mentor Volunteer Application** form and the **PEP Mentee Introduction** form.

9. Say, "This officially completes the module, PEP Orientation Session. I will stay around to answer any questions and help you complete the forms. Thanks to all of you for your time, participation, and enthusiasm."

PEP Mentor Volunteer Application

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with people looking for a peer mentor. Thank you.

As a direct support professional, my strengths are:

My leisure interests include:

I'd like to be a mentor because:

Please add anything else you would like your mentee to know about you.

Thank You

PEP Mentee Introduction

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with mentors who are seeking a mentee partner. Thank you.

My work interests include:

My leisure interests include:

I'd like to partner with a mentor because:

Please add anything else you would like a prospective mentor to know about you.

Thank You

Module A:
Overhead Masters

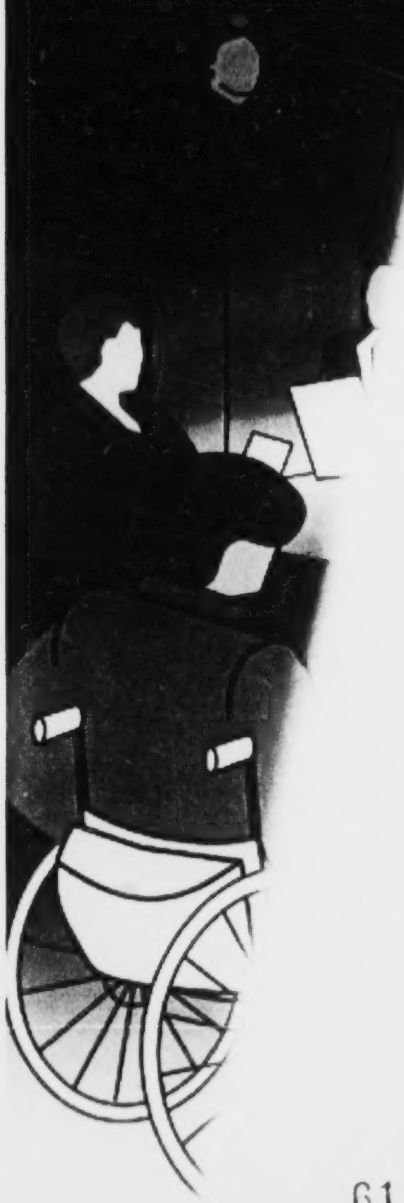
"Whatever you can do,
or dream you can, begin it.

Boldness has genius, power,
and magic in it."

- Goethe

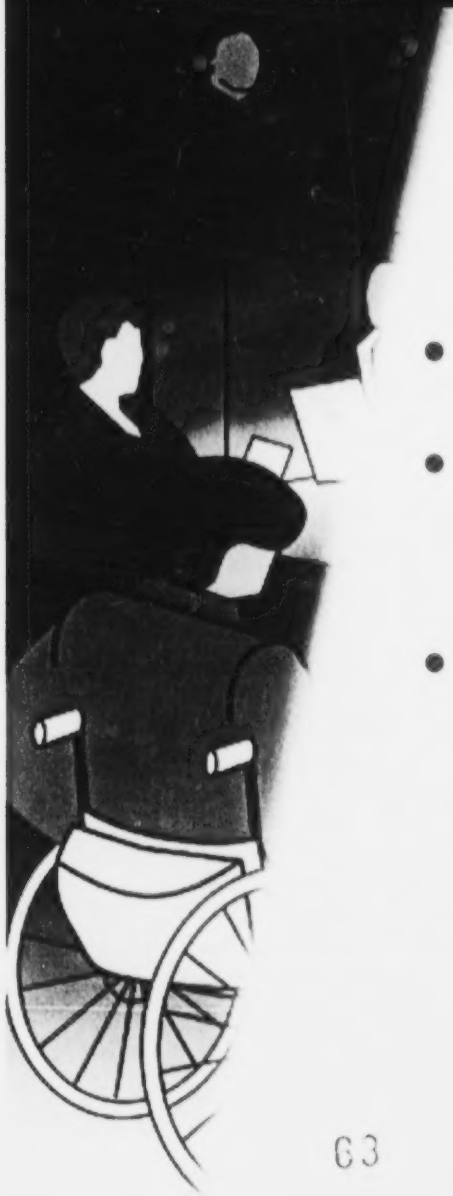
Getting to Know You

1. Welcome to the PEP Orientation Workshop
2. Introduce yourselves
   - Name and where you work
3. Share one thing about yourself that no one else knows about you



PEP Orientation Session Objectives

- Know the expected benefits of mentoring
- Gain a general understanding of the activities and time involved with a commitment to become a mentor or mentee
- Have an opportunity to meet other participants who are interested in becoming a mentor or mentee
- Know what to do to initiate a mentoring relationship



PEP Mentoring Means...

- Peer Support
- Empowering others and becoming empowered
- Partnership in skill development and interpersonal growth

PEP Partnership Benefits

- Recognition as an agency leader
- Strengthening co-worker skills
- Improving quality of support
- Opportunity to teach and learn
- Growth in self-confidence
- Fun and fellowship

Partnership Activities:

- Welcome and support new employee
- Resource for answers to questions
- Identify learning goals

PEP Key Points Summary

- PEP develops agency leaders
- PEP mentees receive customized support on personally designed professional goals
- The partnership is voluntary and time-limited
- PEP partners enjoy special agency events and benefits together
- PEP values direct support and quality!

The PEP Partnership Process

For Mentors

- Tell PEP Coordinator
- Complete Mentor Profile
- Attend Mentor Development Workshop
- PEP Coordinator finds Mentee Partner for you
- You call mentee
- Help mentee identify goals
- Develop agreement that lasts 4-6 months and renew or conclude at end

For Mentees

- Tell PEP Coordinator
- Complete Mentee Introduction
- PEP Coordinator finds Mentor for you
- Mentor contacts you
- Identify goals with mentor
- Develop agreement that lasts 4-6 months and renew or conclude at end

Module B
The PEP Mentor Development Workshop

Facilitator Guide

Module B: Arrangement and Materials

Room Set-up:	• Participants sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle) • Refreshments are provided to set a welcoming tone. Play some relaxing, interesting music while people arrive	
Materials:	• Flipchart • Water-based markers • Overhead projector • Nametags in two colors – one for potential mentors and a different one for potential mentees • Sign-in sheets (including phone numbers)	• 8.5 x 11 colored paper sheets cut in half • Paper mounting spray/adhesive • TV/VCR • Boombox • CD: Watermark "Songs of Africa" • Videotape: "Celebrate Living"
Overheads:	• Mentor Development Workshop Goals 1 and 2 • Unit B1: Mentoring Magic Objectives • Ground Rules • PEP Mentoring Means… • PEP Partnership Benefits • Example of a Completed Professional Development Plan • Unit B2: Coaching and Teaching Objectives • Learning Styles • Mentoring Pitfalls • Active Listening and Communicating Skills • Unit B3: Practical Cultural Objectives • Hot Spots • Unit B4: Communicating Mission, Vision, and Values Objectives • The Contemporary Direct Support Role • Mentor Development Workshop Goals 1 • Mentor Development Workshop Goals 2	
Handouts/ Worksheets	• PDP Plan Form • Example of a Completed PDP • CSSS Summary • NADSP Code of Ethics • Teamwork Skills Chart • PEP Partnership Agreement • Learning Styles Inventory	• Cool Teachers and Mentors Worksheet • Mentoring Skills Checklist • Active Listening and Coaching Worksheet • Cultural Competence Scenarios • Cultural Competence Worksheet • Self-Determination Worksheet

B1: Mentoring Magic

In this unit, participants will review the Workshop goals and objectives, establish some ground rules for working together and get to know each other. In addition, they will learn some of the benefits of being a mentor and of being mentored, what challenges mentees (as new DSPs) face, and the structures and processes involved in developing the mentor mentee partnership.

Activity Name: Overview of the Workshop Goals and the Unit B1 Objectives

Goals:
- ✓ Overview of the content of the 4-hour Workshop and the timeframes for each unit.
- ✓ Overview the content of Unit B1.

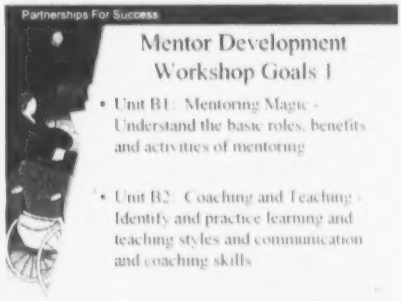
Time: 5 Minutes

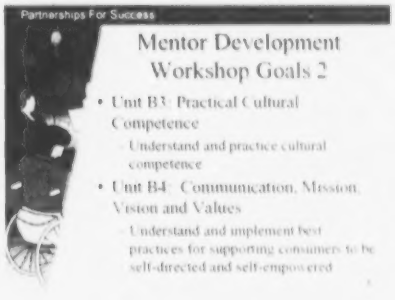
Materials Needed:
Facilitator:
- ✓ Overhead Projector
- ✓ Overhead
  - Mentor Development Workshop Goals 1 and 2
  - Unit B1 Mentoring Magic Objectives

Background Information: Read the information from the Program Coordinator Guide: Understanding, Planning, and Launching The PEP.

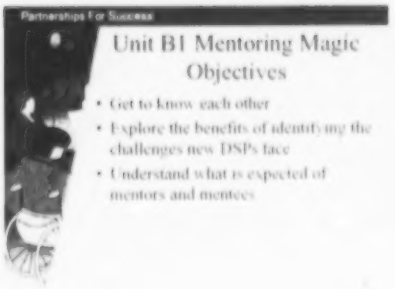
Facilitator's Instructions:
1. Say to participants, "Before we take time to get to know each other, I want to introduce the workshop goals and the objectives for the first unit of the workshop.

2. Put up the overheads **Mentor Development Workshop Goals 1 and 2** and discuss very briefly the content and time for each of the four units. Say, "We will use a combination of presenting principles/concepts, small and large group discussions, and small-group practice sessions. There also will be time for individual reflection. (3 minutes)


Partnerships For Success
Mentor Development Workshop Goals 1
• Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring
• Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills


Partnerships For Success
Mentor Development Workshop Goals 2
• Unit B3: Practical Cultural Competence
- Understand and practice cultural competence
• Unit B4: Communication, Mission, Vision and Values
- Understand and implement best practices for supporting consumers to be self-directed and self-empowered

3. Put up the **Unit B1 Mentoring Magic Objectives** overhead and walk participants through each of the objectives. (2 minutes)


Partnerships For Success
Unit B1 Mentoring Magic Objectives
• Get to know each other
• Explore the benefits of identifying the challenges new DSPs face
• Understand what is expected of mentors and mentees

4. For the transition to the first activity say, "Now that we have that quick overview, let's spend some time to get to know each other."

Total Unit Time: 1 Hour

B1-1: Welcome & Introductions

Goals of the Activity:
- ✓ Help people feel comfortable and connect with each other
- ✓ Establish ground rules for the workshop

Time: 10 minutes

Materials Needed:
Facilitator:
- ✓ Flipchart paper and markers
- ✓ Overhead projector
- ✓ Overheads:
  - Ground Rules

Background Information:
Read the information from Section One and the Introduction to Section Two.

Facilitator Instructions:

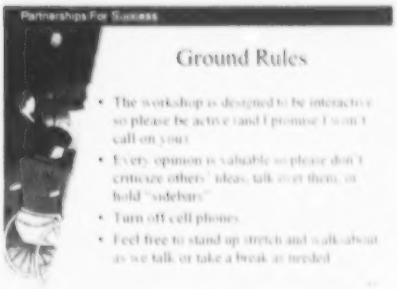
1. Introduce yourself and welcome everyone to the workshop. Mention that they are seen as exemplary employees with leadership potential and that is why they were selected as mentors. Ask each person to sign in on the sheet, if they haven't done so already.

2. Tell them that the **PEP Mentor Development Workshop** is about teaching and learning and say, "To help you get started thinking about that, I would like to try a fun way of introducing you to each other. I want each person to say his/her name, where s/he works and lives, and to name the last thing you learned that excited you!" Model this by going first. (5 minutes)

3. As each person does this, write his/her name on a flipchart. As each person makes his/her statement ask how s/he learned that. (e.g., From a friend? In a book? On the radio?). Write this next to his/her name.

4. Summarize by pointing out that there are many different ways that people learn and as mentors they should keep this in mind and try to find the ways that work best for themselves and their mentees. Another variation to this is that you might ask each person to say what is their preferred method of learning, noting the differences mentioned in the room.

5. Put up overhead, **Ground Rules**. Suggest some basic ground rules, like the ones listed on the overhead. Ask the group if there are any others they think are important. If they have some suggestions, write them on a flipchart page with the title: "Additional Ground Rules." (5 minutes)


Partnerships For Success
Ground Rules
• The workshop is designed to be interactive so please be active (and I promise I won't call on you)
• Every opinion is valuable so please don't criticize others' ideas, talk over them, or hold "sidebars"
• Turn off cell phones
• Feel free to stand up, stretch and walk about as we talk, or take a break as needed

6. Ask if anyone has questions before moving on to discussing the mentor and mentee partnership roles, and what PEP and mentoring means.

B1-2: Benefits of Mentoring

Goals of the Activity:
- ✓ Share positive aspects of mentoring and any incentives.
- ✓ Describe what "PEP" and "mentoring" mean.

Time: 10 minutes

Materials Needed:
Facilitator
- ✓ Overhead projector
- ✓ Overheads:
  - PEP Mentoring Means
  - PEP Partnership Benefits

Background Information: None

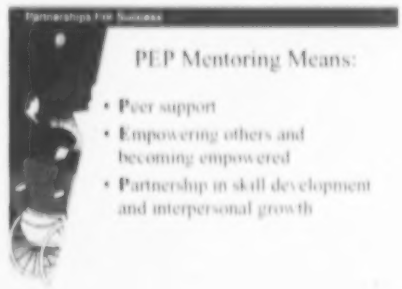
Facilitator Instructions:

1. Ask for a show of hands of anyone who has been a mentor before. Ask, *"What positive memories do you have about that experience? What contributed to these positive memories?"* Take some comments and record these on a flipchart as they come up. DO NOT record if they are negative – try to bring out more positive aspects than negative ones.

   Welcome others to comment by saying, "Some of you may not have been formal mentors but might have had the experience of teaching others like a coach, or a parent." Mention that when we look around we find that many people are mentors in the lives of others although they may not be called "mentor." Ask people to comment on the kinds of satisfaction such experiences bring.

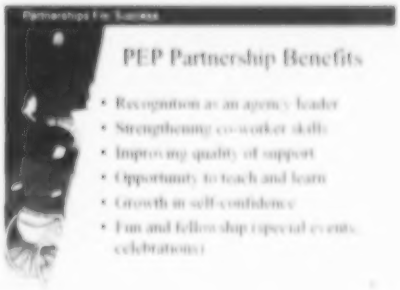
2. Summarize by saying that the sense of reward and satisfaction one gets from teaching or helping another are the reasons why we are in human services and will make great mentors to someone.

3. Put up the overhead **PEP Mentoring Means**. Explain that in the Peer Empowerment Program, mentors are selected because they are valued and skilled DSPs who will share their knowledge with less-skilled, DSP peers. The focus is on developing work skills and knowledge in a structured way. Also say, "Through this mentoring process, mentors and mentees will hopefully know what empowerment


Partnerships For Success
PEP Mentoring Means:
• Peer support
• Empowering others and becoming empowered
• Partnership in skill development and interpersonal growth

means and be able to use this experience to help the persons you support to know and feel what empowerment means in their lives."
(5 minutes)

4. Explain there are other benefits to this and put up the **PEP Partnership Benefits** overhead. Discuss any specific incentives your organization offers. Specifically mention the ongoing supports and activities that are in place or that you plan, such as monthly support meetings, annual awards, celebrations, etc.
(5 minutes)


PEP Partnership Benefits
• Recognition as an agency leader
• Strengthening co-worker skills
• Improving quality of support
• Opportunity to teach and learn
• Growth in self-confidence
• Fun and fellowship (special events, celebrations)

B1-3: Challenges New DSPs Face

Goals of the Activity:
- ✓ Raise awareness of mentee concerns and anxieties

Time: 15 minutes

Materials Needed:
Facilitator
- ✓ Flipchart
- ✓ 8.5x11 colored paper cut in half (at least ten half sheets per person)
- ✓ Paper mounting spray adhesive

Background Information: None

Facilitator Instructions:

1. Ask group to reflect on their first days doing direct support and what thoughts, fears, and anxieties they experienced. Ask them to record some of the fears and concerns they experienced on 8.5 x 11 colored paper that's been cut in half horizontally. Tell them to write one idea per half-sheet and to write LARGE so everyone can read it. Give them 2-3 minutes to unite some ideas.
   (3 minutes)

2. Ask people to pick out the one anxiety that was the worst and walk forward to post it on the flipchart. Say that it will stick because the flipchart page has been sprayed with spray mount adhesive. Inject some humor at the issues (not the people) as you go along, so it does not get too "heavy." (5 minutes)

3. After everyone has posted their worst anxiety, ask participants to identify the next worst anxiety and post it as well. Ask people if they see any similarities or things that seem to hang together. Cluster these together and ask them to give a thematic name to that cluster. Then you put this name on a different colored half sheet and post it near the cluster.
   (5 minutes)

4. Tell people these are the same things that their mentees will be experiencing. Be sure the exercise brings out the following issues:
   - ✓ Remembering people's names
   - ✓ Remembering everything said in orientation
   - ✓ Following the numerous rules & policies
   - ✓ Getting to know co-workers and consumers
   - ✓ Fear of physically hurting someone by doing something wrong
   - ✓ Meeting the needs of people

- ✓ What to do with challenging behavior
- ✓ Fear of being hurt by someone
- ✓ Fear of making a mistake

5. Summarize by saying, "It is important to tell your mentees that they have experienced the same fears and concerns and have figured out how to handle some of these issues and you will help the mentee figure things out too. Encourage mentors to reassure their partners that they will eventually be more comfortable and to permit their partner to call them to get advice whenever these fears come up (open door policy).

6. Say, "Now, let's move on to identifying and completing some of the forms related to the mentor/mentee partnership."

B1-4: Becoming PEP Partners

Goals of the Activity:
- ✓ Describe PEP Structures
- ✓ Become familiar with the Professional Development Plan (PDP)

Time: 30 minutes

Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overheads:
  - Example of a Completed Professional Developmental Plan
- ✓ Handouts/Worksheets
  - PDP Plan
  - Example of a Completed PDP
  - CSSS Summary
  - NADSP Code of Ethics
  - Teamwork Skills Chart
  - PEP Partnership Agreement

Facilitator Instructions:

1. Review any meetings or other trainings that mentors will be required to attend such as monthly or quarterly support network meetings. Provide mentors with a schedule of these meetings.

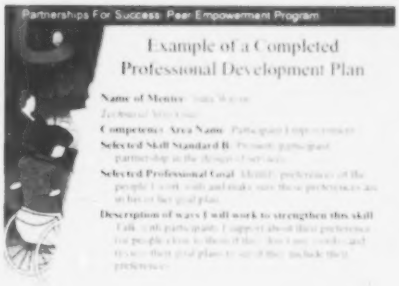
2. Explain that because PEP partners have a primary focus of work-related goals it is important to have a way of choosing these goals and writing them down so they are clear to both partners.

3. Say that to help with this, the PEP program includes a **Professional Development Plan** that mentors will prepare with the mentee, to help him or her identify and complete work-related goals during the mentoring partnership. Tell mentors that completing this plan will be one of the first activities the partners will do together. "So we'll learn how to do PDP together."

4. Refer Participants to the Learner Guide for the **Professional Development Plan (PDP)** form to each person. Explain that the idea is for mentors to help the mentee identify three goals: 1) a skill goal from the **Community Support Skill Standards Summary** 2) an ethical practice goal from the **NADSP Code of Ethics**, 3) a teamwork goal from the **Teamwork Skills Chart** (5 minutes)

5. Say that we will start with the skill-related goal. Refer learners to the Learner Guide for the **CSSS Summary** and pair up group into mentors and mentees. Tell each partnership to read through the **CSSS Summary** and help each other to identify a competency area of interest and

fill out the section on the PDP that relates to a specific technical skill. Tell them to check out the example PDP to get the idea on how this is done. Put up the overhead, **Example of a Completed PDP** and point out any unique qualities in the example. (10 minutes)


Partnerships For Success: Peer Empowerment Program
Example of a Completed Professional Development Plan
Name of Mentee
Competency Area Name
Selected Skill Standard #
Selected Professional Goal
Description of ways I will work to strengthen this skill

6. When they have finished this work, tell them to do the same process for creating an ethical practice goal, and a teamwork goal. (10 minutes)

7. Ask people to share some goals (briefly) and then take any questions. Explain that partners may want to spend quite a bit of time developing the PDP – this will give the mentee time to reflect on what s he wants for goals.

8. Refer the participants to the **PEP Partnership Agreement** form in the Learner Guide. Explain that it is one way partners can structure their partnership. Say that the PEP Partnership Agreements incorporate the goals from the PDP and that is why PDP is done first.

9. Inform participants that the Partnership Agreements could reasonably cover a 4-6 month period, or some other set timeframe based on the preferences and needs of the partners. Say that partners may renew the partnership at the end of the period but will have to negotiate and sign a new agreement. Say, "Because they have already done most of the work for completing the PEP Partnership Agreement by doing the PDP, we won't take time now to complete the Agreement itself."

10. Take questions and give a break before the next topic. (5 minutes)

Professional Development Plan

Name of Mentee: _____

Technical Skill Goal(s)

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: _____
Selected Skill Standard: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Ethical Practice Goal(s)

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: _____
Selected guideline: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Teamwork Goal(s)

Directions: With your mentor, review the Teamwork Skills Chart and select the area(s) and skill(s) that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Interpersonal and Teamwork Skill Area: _____
Selected Skill: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

EXAMPLE OF A COMPLETED PROFESSIONAL DEVELOPMENT PLAN

Name of Mentee: Sara Wayne

Technical Skill Goal

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: *Participant Empowerment*
Selected Skill Standard B: *Promote participant partnership in the design of services*
Selected Professional Goal: *Identify preferences of the people I work with and make sure they are in his or her goal plan.*
Description of ways I will work to strengthen this skill: *Talk with participants I support about their preference (or people close to them if they don't use words) and review their goal plans to see if they include their preferences.*

Ethical Practice Goal

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: *Person-Centered Supports*
Selected Professional Goal: Learn about person-centered planning
Description of ways I will work to strengthen this skill: *Participate in several person-centered planning meetings*

Teamwork Goal

Directions: With your mentor, review the Teamwork Skills Chart (Appendix H) and select the area and skill that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Teamwork Skill Area: *Communication*
Selected Skill: *Be open to constructive feedback*
Selected Professional Goal: *Obtain more feedback*.
Description of ways I will work to strengthen this skill: *Regularly ask the people I support how I can support them better; ask my supervisor and mentor to give me feedback on specific areas of my work.*

Skill Standards Summary

1996 Human Services Research Institute

The following is an overview of competency areas and skill guidelines applicable to direct support work. The information is a limited outline of a complete body of skill standards developed under *The Community Support Skill Standards Project.*

AREA 1: PARTICIPANT EMPOWERMENT

The competent direct support professional (DSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

SKILL STANDARDS:

A. **Assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.**

B. **Promotes participant empowerment by facilitating the participant's leadership in the design of his/her support services.**

C. **Provides opportunities for the participant to be self-directed by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.**

D. **Provides information about human, legal, civil rights and other resources; facilitates access to such information; and assists the participant to use information for self-direction and decision making about living, work, and social relationships.**

AREA 2: COMMUNICATION

The direct support professional (DSP) should be knowledgeable about the range of effective communication and basic counseling strategies and skills necessary to establish a collaborative relationship with the participant.

SKILL STANDARDS:

A. **Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.**

B. **Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.**

C. **Learns and uses terminology appropriately (ADL, LD, ADD, IPC), explaining as necessary to ensure participant understanding.**

AREA 3: ASSESSMENT

The direct support professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

SKILL STANDARDS:

A. **Initiates or assists in the assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, evaluation results, additional evaluation) and informing the participant about what to expect throughout the assessment process.**

B. **Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants, using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.**

C. **Discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.**

AREA 4: COMMUNITY AND SERVICE NETWORKING

The direct support professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

SKILL STANDARDS:

A. **Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.**

B. **Researches, develops, and maintains information on community and other resources relevant to the needs of participants.**

C. **Ensures participant access to needed community resources, coordinating supports across agencies.**

D. **Participates in outreach to potential participants.**

AREA 5: FACILITATION OF SERVICES

The direct support professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

SKILL STANDARDS:

A. **Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent etc.), and recognizes his or her own personal limitations.**

B. **Assists and/or facilitates the development of an individualized plan based on participant preferences, needs and interests.**

C. **Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participant preferences, needs and interests.**

D. **Assists and/or facilitates the review of the achievement of individual participant outcomes.**

AREA 6: COMMUNITY LIVING SKILLS AND SUPPORTS

The direct support professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

SKILL STANDARDS:

A. **Assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.**

B. **Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs, to maximize his or her skills, abilities and independence.**

C. **Assists with identifying, securing and applying needed equipment (e.g., adaptive equipment) and therapeutic techniques (e.g., physical, occupational and communication).**

D. **Supports the participant in the development of friendships and other relationships.**

E. **Assists the participant to recruit and train service providers as needed.**

AREA 7: PROFESSIONAL DEVELOPMENT & COMMUNITY AWARENESS

The direct support professional should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

SKILL STANDARDS:

A. **Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.**

B. **Educates participants, co-practitioners and community members about issues by providing information and support and facilitating training.**

AREA 8: ADVOCACY

The direct support professional should be knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

SKILL STANDARDS:

A. **Identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.**

B. **Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.**

C. **Facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and enlists the support of decision makers when appropriate to overcome barriers to services.**

D. **Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.**

AREA 9: VOCATIONAL, EDUCATIONAL AND CAREER SUPPORT

The direct support professional should be knowledgeable about the career and education-related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

SKILL STANDARDS:

A. **Explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.**

B. **Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.**

C. **Works in collaboration with the participant, employers and school personnel to support the participant, adapting the environment, and providing job-retention supports.**

AREA 10: CRISIS INTERVENTION

The direct support professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

SKILL STANDARDS:

A. **Identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.**

B. **Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.**

AREA 11: ORGANIZATIONAL PARTICIPATION

The direct support professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

SKILL STANDARDS:

A. **Contributes to program evaluations and helps to set organizational priorities to ensure quality.**

B. **Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.**

C. **Provides and accepts co-worker support, participates in supportive supervision, and contributes to the screening of potential employees.**

D. **Provides input into budget priorities, identifying ways to provide services in a cost-beneficial manner.**

AREA 12: DOCUMENTATION

The direct support professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

SKILL STANDARDS:

A. **Maintains accurate records, collecting, compiling and evaluating data, and submitting records**

B. **Maintains standards of confidentiality and ethical practice.**

C. **Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.**

Code of Ethics

National Alliance for Direct Support Professionals (NADSP)

Direct Support Professionals (DSPs) who support people in their communities are called upon to make independent judgments on a daily basis that involve both practical and ethical reasoning. The people who assume the support role must examine and call upon values and beliefs, as well as creative vision, to assist them in the complex work they perform.

A primary purpose of the DSP is to assist people who need support to lead self-directed lives and to participate fully in our communities and nation. This emphasis on empowerment and participation is critical because the prejudices of society form powerful barriers that prevent many people with mental or physical disabilities from enjoying a high quality of life. And, too often, the very social policies and service systems designed to help can create other barriers.

Therefore, it must be the mission of the DSP to follow the individual path suggested by the unique gifts, preferences, and needs of each person they support, and to walk in partnership with the person, and those who love him or her, toward a life of opportunity, well-being, freedom, and contribution. Unfortunately, there have been no set criteria to guide these journeys as there are for other professional groups (such as doctors, nurses, service coordinators, and social workers) who have intimate knowledge of and responsibility for another person's emotional, financial, or physical being. There is no other position today in which ethical practice and standards are more important than direct support. DSPs are often asked to serve as gatekeepers between people needing support and almost every aspect of their lives, including access to community, personal finances, physical well-being, relationships, employment, and everyday choices. The whole landscape of a person's life can change with the coming and going of these critical support people. As a result of these work duties, DSPs face ethical decisions on a daily basis and consistently feel the tension between the ideals of the profession and its practice. There are numerous pressures coming from organizations, government, social policy, and societal prejudice that can shift focus and allegiance away from those supported. In order to maintain the promise of partnership and respect that must exist in a helping relationship, a strong ethical foundation is critical to help DSPs navigate through the maze of influences that bombard them.

This issue has led to the efforts on the part of the National Alliance for Direct Support Professionals (NADSP) to identify the kinds of ethical situations that DSPs face and to develop a set of ethical guidelines. The NADSP convened a national panel of DSPs, advocates, families, professionals, and researchers who constructed this code of ethics. Focus groups and surveys regarding the draft language were conducted throughout the country and were integrated to create the final code. This Code of Ethics is intended to serve as a straightforward and relevant ethical guide, shedding some light on the shared path to a self-directed life. It is intended to guide DSPs in resolving ethical dilemmas they face every day and to encourage DSPs to achieve the highest ideals of the profession.

The skills and knowledge of community support practice must be joined with the ethical principles to create the environment needed to fully support people. To do so effectively, we must all work toward recognizing DSPs as professionals who have skills, knowledge, and values that constitute a unique and important profession. There must be a commitment to hiring, developing, and supporting DSPs who have a healthy sense of their own worth and potential, and the worth and potential of the people they support, and who can infuse these beliefs into practice. DSPs themselves must know that it is part of their role to foster a spirit of cooperation and mutual responsibility with other DSPs regarding ethical practice.

Direct Support Professionals, agency leaders, policymakers, and people receiving services are urged to read the Code and to consider ways that these ethical statements can be incorporated into daily practice. The beliefs and attitudes that are associated with being an effective human service professional are the cornerstones of this code. This code is not the handbook of the profession, but rather a roadmap to assist us in staying the course of securing freedom, justice, and equality for all.

1. Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Interpretive Statements

As a DSP, I will —

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs or gifts are neglected for other reasons.
- Honor the personality, preferences, culture and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person, and understand that my role in direct supports will require flexibility, creativity and commitment.

2. Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

Interpretive Statements

As a DSP, I will —

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activity. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members (e.g. doctors, nurses, therapists, co-workers, family members) to recognize and support the rights of individuals to make informed

decisions even when these decisions involve personal risk.

- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation or harm.
- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the person's plan.

3. Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

Interpretive Statements

As a DSP, I will —

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others, as needed, when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community at-large.
- Practice responsible work habits.

4. Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Interpretive Statements

As a DSP, I will —

- Seek information directly from those I support regarding their wishes in how, when and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

5. Justice, Fairness and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights and responsibilities of the people I support.

Interpretive Statements

As a DSP, I will —

- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that the individual's preferences and interests are honored.

6. Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand his/her value.

Interpretive Statements

As a DSP, I will —

- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.
- Recognize and respect the cultural context (e.g. religion, sexual orientation, ethnicity, socio-economic class) of the person supported and his/her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

7. Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

Interpretive Statements

As a DSP, I will —

- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs/preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to

the individuals I support.

8. Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

Interpretive Statements

As a DSP, I will —

- Work in partnership with others to support individuals leading self-directed lives.
- Honor the individual's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.

9. Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Interpretive Statements

As a DSP, I will —

- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups who have been disempowered.
- Promote the human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

The National Alliance for Direct Support Professionals (NADSP) is a collaboration of organizations who are committed to promoting the development of a highly competent human services workforce that supports individuals in achieving their life goals. For more information, visit http://rtc.umn.edu.

This document is supported through a cooperative agreement between the National Institute on Disability and Rehabilitation Research, U.S. Department of Education (# H133B980047) and the Research and Training Center on Community Living (RTC) at the Institute on Community Integration, University of Minnesota, and through a contribution by the Irwin Siegel Agency.

This document is available in alternate formats upon request. NADSP Code of Ethics, P.O. Box 13315, Minneapolis, MN 55414.

Teamwork Skills Chart

Interpersonal and Teamwork Skills	Explanation & Examples
Communication Skills:	
Clarification statement	Asking for an explanation or giving one when communication by another or others is not clear. For example: "I didn't get what you just said. Would you try to put that same idea into other words for me?"
Summary statement (track what's said)	Summarizing key points made in a discussion over a period of time. For example during an ISP meeting the DSP might say: "Zoie told us about Linnea's interest in art and Jameel mentioned that Linnea loved looking at the photos on the wall at the doctor's office. Maybe she would like to visit a photography gallery some time."
Reflection statement	Paraphrasing what another has said to ensure you have captured the meaning. For example, "So, you're saying that you think we've been putting too many demands on Rafael and that's why he's having tantrums?"
Feedback statement and openness to feedback	Providing another person with information about your feelings or reactions to their statements or actions. For example: " When you are late for work, I get really anxious about picking up my kids at day care in time. Did you know that I am fined $10 for every 10 minute period I am late?" Remaining open and non-defensive when feedback is offered.
Validation affirmation statement	Acknowledging and supporting another by accepting and affirming feelings s/he has communicated or by offering encouragement, commendation, and appreciation for his/her presence and communication.
Empathy or shared focus statement	Statement that shows you are putting yourself in another's shoes and attempting to share their focus and perspective. For example, "I see that you worked overtime last night. Are you tired today?"
Negotiation statements (compromise, consensus building, conflict resolution)	Statements that move a team forward by building consensus, resolving conflict constructively, or forging compromise. For example: "We all agree that we need to do more to support self advocacy but we disagree on strategies. Why not take these ideas to the self advocates and see what they think?"

Teamwork Skills Chart, continued	
Problem-solving skills:	
Find/ research accurate information for the team	Taking responsibility for getting something the team needs such as the availability of "Section Eight" Housing Certificates in the region.
Organize information for the team	Making sure that the team has information it needs to make progress on issues they are facing, such as the costs of possible vacation venues suggested by people they are supporting.
Offer analysis to the team	Provide thoughtful strategies based on team proceedings.
Offer creative ideas to the team	Energize team activity through fresh and unusual approaches.
Facilitate discussion/ Offer discussion frameworks (graphics, stories, time charts, etc.)	Assume the role of discussion facilitator and/or offer frameworks for organizing and synthesizing discussion through use of flipchart and group graphics, stories that illustrate problems and solutions, etc.
Team support skills:	
Support team logistics (schedule, place, food, etc.)	Taking responsibility for instrumental support such as calling team members for meetings, bringing food or other supplies, reserving conference rooms or drafting agendas, taking notes.
Prepare team output in writing/ Document team proceedings	Recording and disseminating team decisions; taking responsibility for developing written materials recommended by team such as incident reports, referrals, letters, etc.
Present information on behalf of the team (orally)	Bring team concerns, decisions and matters to the attention of others through phone calls, meetings etc.

PEP Partnership Agreement

Name of Mentor: _____ Date: _____

Name of Mentee: _____

As partners in this mentoring relationship, we have agreed to participate in the partnership for a period of ____ months ending on _____ (insert projected date). At any time during this period either partner may choose to end the partnership. The decision to end the relationship by either partner will be recognized as the right of that person and that partner will not be criticized, sanctioned or otherwise judged by the other partner or by our employer.

We also may choose to renew our partnership at the end of the interval covered by this agreement. To extend our partnership we will enter into another mutually negotiated partnership agreement.

As partners in this mentoring relationship, we agree to the following responsibilities:

Mentor responsibilities:

1. Initiate frequent contact (phone or e-mail) with my mentee (at least 1 x per week);
2. Respond to a contact from my mentee within 24 hours;
3. Meet regularly (no less than 1x per month) with my partner at mutually convenient times and locations;
4. Assist my mentee in identifying his or her work-related goals and in developing expertise in direct support work in these areas and others;
5. Recognize when I am unable to assist the mentee with whom I work, refer him/her to other resources as needed;
6. Freely share information and contacts that will assist my mentee in performing competently;
7. Provide recognition and commendation to my mentee for quality work performance;
8. Provide honest and constructive feedback regarding my mentee's work performance;
9. Refrain from taking credit for the accomplishments of my mentee;

10. Maintain strict confidence regarding all communications and conversations with my mentee;

11. Maintain a positive, respectful and helpful approach in all of my contacts with my mentee;

12. Participate in Mentor Network activities;

13. Notify the PEP Program Coordinator when this agreement concludes;

14. Other: _____

Mentee Responsibilities:

1. Welcome frequent contact (phone or e-mail) with my mentor at least 1x per week;

2. Meet with my mentor at mutually convenient times and locations at least 1x per month;

3. Work with my mentor to identify the specific work-related goals I will seek to fulfill during the relationship;

4. Actively seek information regarding direct support practices or agency operating procedures that I do not understand or for which I need additional support;

5. Remain open to constructive feedback from my mentor regarding my work performance, regardless of the content;

6. Recognize and appreciate my mentor's contribution to my learning;

7. Maintain a positive and respectful approach in all contacts with my mentor;

8. Be proactive in improving my performance by acting on feedback, and proposing methods and strategies for improvement;

9. Maintain strict confidence regarding all conversations and communications with my mentor.

10. Other: _____

As the mentee in this partnership, I have completed my Professional Development Self Assessment and I have identified the following practice goal(s) to work on in this partnership (Mentee should choose a goal for one of the three areas but addressing all three, Technical, Ethical, and Teamwork at once is likely to be too difficult):

1. Technical Skills:

CSSS Competency Area: _____
Skill Standard:
Goal:
Description of ways I will work on strengthening this skill:

2. Ethical Practice Guidelines:

Guidelines Area: _____
Guideline: _____
Goal: _____
Description of ways I will work to strengthen this skill:

3. Interpersonal and Teamwork Skills:

Skill Area: _____
Skill: _____
Goal: _____
Description of ways I will work to strengthen this skill:

_____ Date: _____
Signature of Mentee

As the mentor in this partnership, I have reviewed my partner's goals and I will assist my mentee in reaching these goals to the best of my ability.

_____ Date: _____
Signature of Mentor

Unit B2: Coaching and Teaching

In this second unit, participants will learn about adult learning styles, explore different and effective teaching strategies that best accommodate these preferred learning approaches and have the opportunity to identify mentor skill areas they already have and those for which they need support. In addition, participants will practice communication and counseling skills.

Activity Name: Unit B2 Overview

Goals of the Activity:
- ✓ Review of the Content of the Unit

Time: 5 Minutes

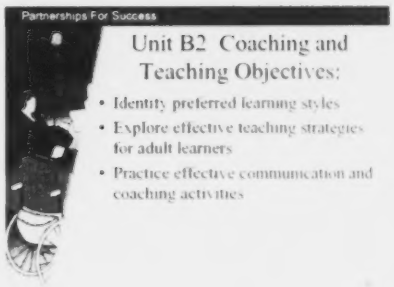
Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overheads:
  - Unit B2Coaching and Teaching Objectives

Background Information: None

Facilitator Instructions:

1. Put up the overhead, **Unit B2 Coaching and Teaching Objectives.** Review the content briefly for each of the objectives. (5 minutes)

1. Say, "Now let's move on to the first activity in this unit that deals with differences in learning and work styles.


Partnerships For Success
Unit B2 Coaching and Teaching Objectives:
• Identify preferred learning styles
• Explore effective teaching strategies for adult learners
• Practice effective communication and coaching activities

Total Unit Time: 1 Hour

B2-1: Different Strokes for Different Folks

Goals of the Activity:
- ✓ Explore differences in learning and work styles

Time: 25 minutes

Materials Needed:
- ✓ Overhead projector
- ✓ Overheads
  - Learning Styles…
- ✓ Handout
  - Learning Styles Summary Descriptions

Background Information:
What adults learn and how they approach what they learn is as different as the very diversity of adults living in the world. Many researchers, academics, and trainers have studied and written about the what, why, and how of adult learning. What they have shared is that adults bring a lot of experience, wisdom, creativity, and focus to living and learning. Usually, when adults choose to engage in some formal or informal learning, they are focused, ready and eager to learn, and willing to invest their time wisely and earnestly. These eager learners also want to apply what they learn immediately to unique situations in their life such as earning a certificate or degree, obtaining a promotion or preparing for a trip to a foreign country. As a group, they are definitely goal-oriented. When viewed as a whole, these facts about adult learners are called *adult learning principles*.

Another aspect of adult learning is that adults use different approaches to learning. These varied ways of learning are often referred to as "adult learning styles." After studying how adults approach and engage in the learning process, many authors have designed a variety of learning styles, instruments, or inventories. After reviewing these different tools, you may notice a pattern or theme begin to emerge. The following is a descriptive list of four major learning styles that can be distilled from the variety of instruments developed by a number of authors:

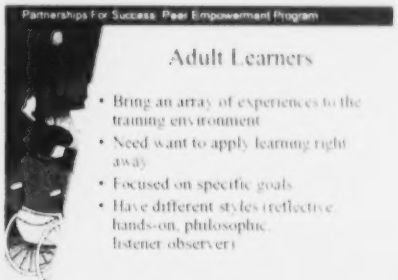
- *The "reflective" learner.* With this approach, the adult learns by thinking about a topic, usually alone. Sometimes this type of learner will share what they are thinking with someone else to test out how her/his thinking compares with someone else. Mentor teachers/coaches might want to make sure that their teaching/coaching process includes some quiet opportunities for mentors to read and think about a topic by themselves. Some may then be willing to share their thoughts about what they have learned.
- *The "hands on" learner.* This adult learner approaches learning by doing. They like to apply a basic principle to a real-life situation. Role-play, simulated learning exercises, and working with concrete materials or applying skills in the actual work environment will help these people learn most effectively. We encourage mentors to include opportunities for "hands on" type of mentees to apply what they learn immediately or to experiment with their learning topics.

- *The "philosophic" learner.* This type of learner enjoys talking about a subject and exploring all the different meanings of a topic. They also like to engage in discussions to test out what they believe and compare their learning with others. Mentors need to make sure mentees have chances to talk about a topic, principle, or ethic, in pairs or small groups or in large group discussions.
- *The "listener observer" learner.* This type of learner likes to listen to what other people are saying, to observe what is happening around him her, and to gather information before sharing thoughts or doing activities. Encourage mentors to make sure that their approach to teaching/coaching includes opportunities for mentees to listen, read, and observe as a part of the way to learn new material.

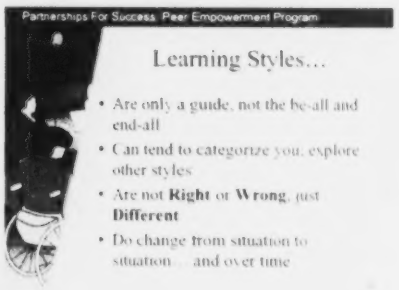
Mentors need to develop their teaching/coaching tools and processes in such a way that mentees have a variety of ways to learn and grow with a wide array of topic areas.

Facilitator Instructions:

1. Review the Background Information on adult learners and material from other resources in your References and Resources list. Put up the **Adult Learners** overhead. Describe the various points about adult learners to the group. Learners have various learning styles and preferences. As a mentor engaged in the teaching and coaching of mentees, it is important to provide a variety of ways for mentees to get information (e.g., see, hear, touch, do, reflect) to help them meet their learning goals more effectively. Ask participants if these principles are true for them. What other things about learning is different for them as adults than for children? (5 minutes)


Partnerships For Success Peer Empowerment Program
Adult Learners
• Bring an array of experiences to the training environment
• Need want to apply learning right away
• Focused on specific goals
• Have different styles (reflective, hands-on, philosophic, listener observer)

2. Put up the **Learning Styles...** overhead. Review the background information to help you discuss the four points on the overhead. (5 minutes)


Partnerships For Success Peer Empowerment Program
Learning Styles...
• Are only a guide, not the be-all and end-all
• Can tend to categorize you; explore other styles
• Are not **Right** or **Wrong**, just **Different**
• Do change from situation to situation ... and over time

3. Instruct participants to break into groups of 3-4. Refer each learner to the handout, **Learning Styles Summary Descriptions**, in the Learner Guide. Ask each participant to individually review the handout and determine which learning style describes them most closely (3 minutes). Ask each learner to share their preferred learning style and describe why they think it is accurate or inaccurate. (12 minutes)

4. After each learner has completed the entire process, facilitate a total group discussion around the following questions: *What were the different learning styles? Were there any surprises about your preferred learning style? How will you use the information with your mentor?* (5 minutes)

Learning Styles Summary Descriptions

The following is a descriptive list of four major learning styles that can be distilled from a variety of "learning styles" instruments developed by many different authors. The statement following each description suggests a variety of teaching/coaching activities that mentors might use to accommodate the different learning styles of mentees:

- The "reflective" learner. With this approach, the adult learns by thinking about a topic, usually alone. Sometimes this type of learner will share what they are thinking with someone else to test out how her/his thinking compares with someone else.

Mentor teachers/coaches might want to make sure that their teaching/coaching process includes some quiet opportunities for mentors to read and think about a topic by themselves. Some may then be willing to share their thoughts about what they have learned.

- The "hands on" learner. This adult learner approaches learning by doing. They like to apply a basic principle to a real-life situation. Role-play, simulated learning exercises, and working with concrete materials or applying skills in the actual work environment will help these people learn most effectively.

We encourage mentors to include opportunities for "hands on" type of mentees to apply what they learn immediately or to experiment with their learning topics.

- The "philosophic" learner. This type of learner enjoys talking about a subject and exploring all the different meanings of a topic. They also like to engage in discussions to test out what they believe and compare their learning with others.

Mentors need to make sure mentees have chances to talk about a topic, principle, or ethic, in pairs or small groups or in large group discussions.

- The "listener/observer" learner. This type of learner likes to listen to what other people are saying, to observe what is happening around him/her, and to gather information before sharing thoughts or doing activities.

We encourage mentors to make sure that their approach to teaching/coaching includes opportunities for mentees to listen, read, and observe as a part of the way to learn new material.

Mentors need to develop their teaching/coaching tools and processes in such a way that mentees have a variety of ways to learn and grow with a wide array of topic areas.

B2-2: What Makes Learning Fun and Easy?

Goals of the Activity:
- ✓ Illustrate ways that mentors can promote a positive learning experience

Time: 10 minutes

Materials Needed:
Facilitator:
- ✓ 3 flipchart pages, each with one of the following 3 words as a title: "Emotional," "Teaching," and "Communication."
- ✓ Handouts/Worksheets
  - Cool Teachers and Mentors Worksheet

Background Information: None

Facilitator Instructions:

1. Tell participants to, "Think about the really great teachers and mentors in your life. On your **Cool Teachers and Mentors Worksheet** write down some things that made them great. You also might want to jot down some notes during and after this activity in your Learner Guide." (3 minutes)

2. Ask each participant to come up to the flipchart paper and write one attribute from each area onto the flipchart paper titled: "Emotional," "Teaching" or "Communication." (5 minutes)

3. Examples of words they might write are:

   - Emotional and interpersonal qualities of a relationship: belief in the learner, patience, warmth, integrity, high expectations, feeling liked/loved, supported, fairness, openness, sense of humor.

   - Teaching skills: content knowledge, demonstration, modeling, creativity, good materials, humor etc.

   - Communication skills: clarity of explanations, using a questioning method to stimulate self-direction, discovery, offering useful feedback.

4. Tell participants to keep these characteristics in mind as they proceed in a relationship with their partner. Ask them to offer some ideas on what gets in the way of a successful teaching or mentoring relationship, and to discuss possible solutions to these barriers. (2 minutes)

Cool Teachers and Mentors Worksheet

Directions: Think about the really great teachers and mentors in your life and note some of the things that made them great to you in each of the 3 areas!

Their interpersonal and emotional characteristics:
1.
2.
3.
4.
5.
6.
7.
Their teaching and mentoring skills:
1.
2.
3.
4.
5.
6.
Their communication skills:
1.
2.
3.
4.
5.
6.

B2-3: Mentoring Skills and Pitfalls

Goals of the Activity:
- ✓ Raise awareness about typical PEP mentoring skills

Time: 10 minutes

Materials Needed:
Facilitator
- ✓ Overhead projector
- ✓ Overheads
  - Mentoring Pitfalls
- ✓ Handouts
  - Mentoring Skills Checklist
  - About ten one-half sheets of 8.5x11 paper per participant

Background Information: None

Facilitator Instructions:

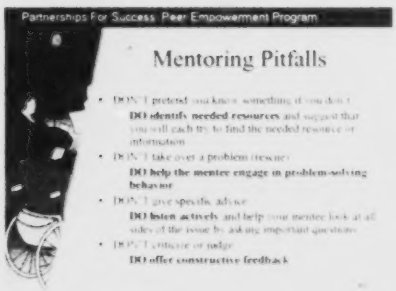
1. Tell participants that they have identified some of the things that great teachers and coaches do and they will now see the things that they will do as PEP mentors.

2. Refer participants to the **Mentors Skills Checklist** in the Learner Guide. Ask participants to complete the checklist by rating whether they feel prepared to do the skill or, alternatively, whether they need more resources or support to do it confidently. (5 minutes)

3. Ask the participants to write on a half sheet of paper (one skill per ½ sheet) the skills they checked as needing more help to do confidently. Ask the participants to post these on the walls. (3 minutes)

4. Together point out the common themes. Tell participants that you will make sure that these areas are addressed at the next Mentor Support Network Meeting (tell them the date and location of the next meeting).

5. Put up overhead **Mentoring Pitfalls** and review these points with participants. You might want to use the Mentoring Dos and Don'ts on page 2 of the Program Coordinator Guide for additional background information. (2 minutes)


Partnerships For Success: Peer Empowerment Program
Mentoring Pitfalls
DO identify needed resources
DO help the mentee engage in problem-solving behavior
DO listen actively
DO offer constructive feedback

Mentor Skills Checklist

Directions: Read the skill or activity you should be doing with your mentor and check the appropriate box regarding your ability to perform the skill.

PEP Mentor Responsibilities	I can do this	I may need more help or resources to do this
Help mentee identify goals using the PDP		
Complete the Partnership Agreement		
Answer questions about our agency's mission and procedures		
Talk about human services and direct support in general		
Answer questions about support and care skills for people my mentee supports		
Demonstrate support and care skills		
Provide encouragement & build confidence		
Keep our conversations confidential		
Share information about the culture and unwritten norms of our organization		
Help mentee find the information & resources s/he needs		
Provide constructive feedback		
Help mentee solve problems		
Consult with mentee on co-worker and supervisory problems		
Help mentee master documentation such as progress notes, writing goals, and completing incident reports		
Introduce mentee to other colleagues		
Welcome mentee at meetings, parties, and other organizational events		
Help mentee solve problems & conflicts		
Be available when mentee needs my help		
Refrain from criticizing/judging mentee		

B2-4: Listening Well is Mentoring

Goals of the Activity:
- ✓ Raise awareness about practicing effective communication skills
- ✓ Practice mentoring skills

Time: 20 minutes

Materials Needed:
Facilitator
- ✓ Overhead projector
- ✓ Overhead
  - Active Listening and Communicating Skills Worksheet

Handouts/Worksheets
- Active Listening and Coaching Worksheet

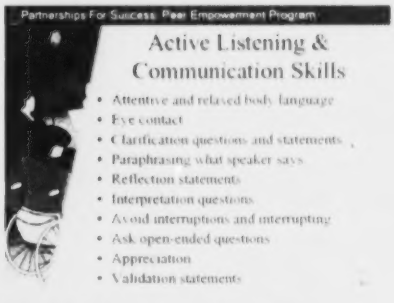
Background Information: None

Facilitator Instructions:

1. Tell group "We will now explore 3 key coaching skills: 1) Nonverbal communication; 2) Active listening; and 3) Giving feedback.

2. Ask the group to name several ways they know someone is listening carefully. You may want to jot down some notes in your Learner Guide.

3. Put up overhead **Active Listening and Communication Skills**. Ask people to provide an example of each skill. (3 minutes)


Partnerships For Success: Peer Empowerment Program
Active Listening & Communication Skills
• Attentive and relaxed body language
• Eye contact
• Clarification questions and statements
• Paraphrasing what speaker says
• Reflection statements
• Interpretation questions
• Avoid interruptions and interrupting
• Ask open-ended questions
• Appreciation
• Validation statements

4. Divide group into triads and instruct them to rotate the role of listener, talker and coach. Refer all participants to the **Active Listening and Coaching Worksheet** in the Learner Guide. Instruct triads to have the talker tell the listener (in 3 minutes) about a minor issue they are having at work. The listener uses as many active listening skills as possible during this time. The coach checks off any active listening skills s/he observes during the dialogue. Afterward have the coach spend 1 minute giving the listener feedback. Then, rotate roles. Keep close track of time and have all triads rotate roles at the same time. (15 minutes)

5. After each person has had a turn in each role, ask people: *What was hard/easy? What did they learn about communication?* (2 minutes)

Active Listening & Coaching Worksheet

Directions: Talker tells listener about some minor issues they are experiencing at work (3 minutes). Observer checks off listener skills s/he observes. Coach provides feedback in one minute. The triads rotate roles until each person has had a chance to play each role.

Rules for feedback:

- Coach states concisely the listening skills s/he observed including commending listener for skills performed and offers any suggestions for improvement
- Coach uses a friendly and upbeat approach that avoids judgment, sarcasm, or criticism
- Listener simply listens without talking to the coach. Then, roles rotate and the new talker begins.

ACTIVE LISTENING & COMMUNICATION SKILLS

Skill	✓ **If Performed**	**Notes**
Attentive & Relaxed Body Language		
Eye Contact		
Clarification Questions And Statements		
Paraphrasing What Speaker Says		
Reflection Statements		
Interpretation Questions		
Avoid Interruptions And Interrupting		
Ask Open – Ended Questions		

Unit B3: Practical Cultural Competence

In this unit, participants will explore how cultural background can influence people's behavior and learn some of the most common problems in community support programs arising from cultural norms. In addition, participants will have the opportunity to practice cultural sensitivity, and therefore be better prepared to support their mentees in this cultural development area.

Activity Name: Unit B3 Overview

Goals of the Activity:
- ✓ Overview the content and timing for the unit

Time: 5 Minutes

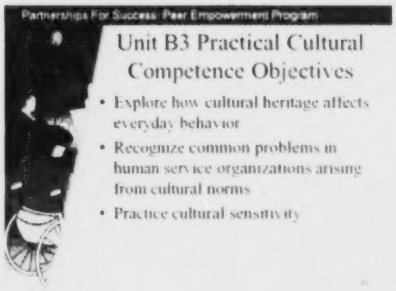
Materials Needed:
Facilitator
- ✓ Overhead projector
- ✓ Overheads:
    - Unit B3 Practical Cultural Objectives

Background Information: None

Facilitator's Instructions:

1. Put up the overhead, **Unit B3 Practical Cultural Objectives**. Review the content briefly for each of the objectives. (5 minutes)

2. Say, "Now let's move on to the first activity in this unit that deals with how culture affects our everyday life and work."


Partnerships For Success: Peer Empowerment Program
Unit B3 Practical Cultural Competence Objectives
• Explore how cultural heritage affects everyday behavior
• Recognize common problems in human service organizations arising from cultural norms
• Practice cultural sensitivity

Total Unit Time: 1 hour

B3-1: America: Melting Pot or Not?

Goal of the Activity:
- ✓ Raise awareness of how culture affects everyday life and work.

Time: 20 minutes

Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overhead:
  - Hot Spots
- ✓ Flipchart and markers

Background Information: None

Facilitator Instructions:

Some Cultural Groups in the United States

- African-American
- American Indian and Native-American
- Asian-American
- Chicano & Latino
- European and American
- Gay, Lesbian, Bisexual & Transgender
- People with a Disability

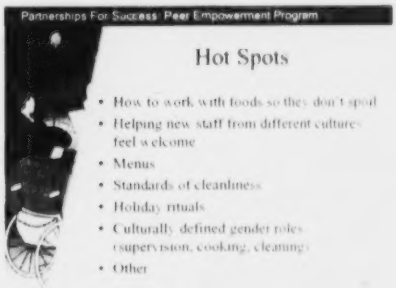
1. Tell people that, with the exception of Native Americans, the story of America has been about people from many nations and cultures coming to our shores and becoming citizens. We live and work with people who are both new to America and people whose families were at one time new to America too!

2. Suggest to participants that they use the Notes Page in the Learner Guide to jot down notes during or after the group discussion. Then say, "For this reason, many of us have cultural foods, traditions and rituals that enrich our family and community life. Facilitate a discussion of the group by asking about the different countries of origin of the group or their ancestors; the different ways that cultural groups deal with sadness, pain, disagreements; different ways they support each other and collaborate. Summarize by noting the cultural richness and diversity that encircles this small group and how much there is to learn about each other.

3. Say, "We all know cultural differences are often misunderstood and feared. Each of us can probably find a time in our family's history when ancestors were oppressed, persecuted or attacked. We can also see there is a lot to learn about each culture. Given our shared history of the pain and destruction that misunderstanding among culture's causes, it is important to find ways of resolving issues or tensions that arise for cultural reasons."

4. Tell participants, "Let's talk about some of the tensions and problems that seem to arise from cultural differences in our organizations." Ask group members to describe some work-related problems that seem to arise from cultural differences. Chart these on flipchart paper. (10minutes)

5. Put up overhead **Hot Spots** and identify any issues that the group has not mentioned. (5 minutes)


Partnerships For Success: Peer Empowerment Program
Hot Spots
• How to work with foods so they don't spoil
• Helping new staff from different cultures feel welcome
• Menus
• Standards of cleanliness
• Holiday rituals
• Culturally defined gender roles (supervision, cooking, cleaning)
• Other

6. Tell group that these are the kinds of issues their mentees may need assistance with so we will explore responses to some of these situations in the next activity.

B3-2: Practicing Cultural Competence

Goals of the Activity:

✓ Explore solutions to common problems arising from cultural differences

Time: 30 minutes

Materials Needed:

Facilitator:

✓ Handouts/Worksheets:

- Cultural Competence Scenarios
- Cultural Competence Worksheet

Background Information: None

Facilitator Instructions:

1. Break the participants into groups of 4-5. Cut the scenarios from the **Cultural Competence Scenarios** section page into strips and distribute to participants. Refer group members to the **Cultural Competence Worksheet** in the Learner Guide.

2. Tell the small groups that they will now discuss several scenarios that depict some of the problems they identified as common in their organizations.

3. Each group will be assigned a different scenario and will complete a single worksheet for their scenario. Groups must report the main points of their discussion and the solutions to the larger group. Groups should select a reporter to do this. Remind groups that more than one solution is more than OK. In fact, it is welcomed.

4. If some groups finish before others, assign them another scenario and ask them to use another worksheet. Be sure to vary the assignments across groups so that final reports permit people to see a variety of problems and proposed resolutions. (20 minutes)

5. Have groups volunteer to report out. Summarize the activity by saying that these discussions have given us some ideas and tools for sorting out some situations. Remind mentors that they can bring similar problems up for discussion at the Mentor Network Support Meetings. (10 minutes)

Cultural Competence Scenarios

Scenario 1: Alan and Kareem

Alan is the mentor for Kareem, a recently hired direct support professional who is a practicing Muslim. When Alan visits Kareem in the home where he works, he notices that Kareem speaks with his supervisor, Susan, in a brusque and cold manner that is quite different from the way Kareem is with Alan. What should Alan do or say?

Scenario 2: Rosa & Sara

Sara's mentee, Rosa, is a Latino woman who provides support to several people in their own homes. Rosa has been on the job for several months but complains of feeling isolated. There are very few people employed by the agency who are Latino. What should Sara do or say to mentor Rosa?

Scenario 3: Karin & Elisa

Karin is a woman with a Scandinavian background who works in an apartment where several women who use wheelchairs live. The DSPs do all of the cleaning and housekeeping and Karin has complained frequently to her mentor, Elisa, that her co-workers are lazy and don't clean properly. What should Elisa do or say to mentor Karin?

Scenario 4: Beth & Michael

Roger, a man who lives in the group home where Beth works, refuses to eat dinner every Friday night. Roger told Beth that he does not eat meat on Fridays and that his family always had fish for Friday dinner when he was growing up. The house manager writes the menu and Beth feels the manager has not listened to Roger's request. How should her mentor, Michael, advise Beth?

Scenario 5: Jean-Pierre and David

Jean-Pierre is a newly hired counselor for teens with substance abuse and emotional difficulties. One of the teens he has been hired to support is openly gay and seeks advice about his social life and relationship from his support staff. Jean-Pierre believes that homosexuality is a sin and that he should discourage the teen from exploring or discussing his sexual orientation. How can David, his mentor, help Jean-Pierre be a more effective support person?

Scenario 6: L'Shana & Esther

L'Shana is African-American and has been job coaching for 6 months when she tells her mentor, Esther, that she is thinking of leaving her position. L'Shana is disturbed that one of the women she supports uses racist language and will even call L'Shana names when she is frustrated or angry. What should Esther do or say to mentor L'Shana?

Cultural Competence Worksheet

Directions: Read the scenario and discuss it with others in your group. Put yourself in the mentor's shoes and try to figure out a course of action that will help the mentee to resolve the dilemma. Put your group's responses to the questions below on this worksheet and select a reporter to share your results.

Scenario # and name: _____

What are the possible cultural reasons for the problem?

Are there other possible reasons for the problem that are not cultural?

What will happen if the problem does not get resolved?

What should the mentor do or say to the mentee to reach a good mentoring outcome?

Unit B4: Communicating Mission, Vision and Values

In this final unit, participants will identify and discuss best practices in DSP support work and some of the different ways mentors can help mentees build those skills. In addition, mentors will describe how mentors can help DSPs "get in step" with DSP practices. A final area of learning will be evaluating the workshop, its content, forms, processes and facilitation.

Activity Name: Unit B4 Overview

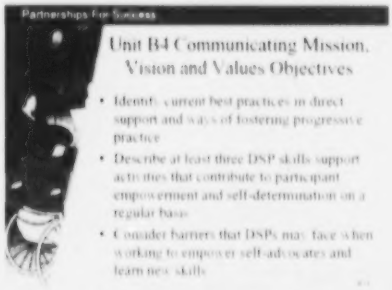
Goal of the Activity:
- ✓ Review the content of the unit

Time: 5 Minutes

Materials Needed:
Facilitator:
- ✓ Overhead Projector
- ✓ Overhead:
  - Unit B4 Communicating Mission, Vision and Values Objectives

Facilitators Instructions:

1. Put up the overhead, **Unit B4 Communicating Mission, Vision and Values Objectives**. Review the content briefly for each of the objectives. (5 minutes)


Partnerships For Success
Unit B4 Communicating Mission, Vision and Values Objectives
• Identify current best practices in direct support and ways of fostering progressive practice
• Describe at least three DSP skills support activities that contribute to participant empowerment and self-determination on a regular basis
• Consider barriers that DSPs may face when working to empower self-advocates and learn new skills

2. Say, "Now, let's move on to the first activity in this unit which deals with helping mentees to identify, understand and develop the skills needed to be "best practices" DSPs."

B4-1: What's the Buzz?

Goals of the Activity:
- ✓ Identify DSP best practices and ways to help mentees build these skills

Time: 30 minutes

Materials Needed:
Facilitator:
- ✓ Overhead Projector
- ✓ Overhead:
  - The Contemporary Direct Support Role
- ✓ Handouts/Worksheets:
  - Self-Determination Worksheet
- ✓ Flipchart and markers

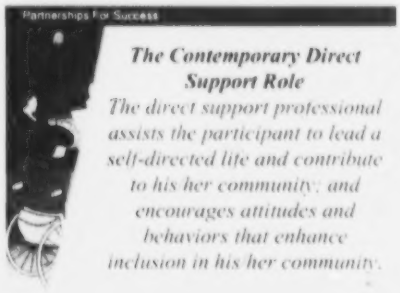
Background Information: None

Facilitator Instructions:

1. Tell people that the field of Developmental Disabilities has seen dramatic changes in the past 40 years. Ask people to name some of the trends and practices that have come and gone or come and stayed in that time. As people comment, list these on a flip chart. (Make sure the movement away from institutional care is named).

2. Say, "As the places where people live have changed, it has been important to change the way support is given. Ask people to identify aspects of the direct support role as it was practiced in large institutions vs. how it is practiced in people's homes and apartments. List these on 2 different flipcharts under "Custodial Care" and "Community Support." Ask some probing questions to bring out key activities such as person-centered plans vs. program-oriented plans, and issues about choice and control: (e.g., "*Is the way we plan different now? Do people have more control over their lives in homes or institutions?*) (10 minutes)

3. Tell participants that to help people understand that direct support is different, more creative and empowered than before, DSPs created a new definition for it. Put up overhead **The Contemporary Direct Support Role**. Review the meaning and why it is different. (3 minutes)


Partnerships For Success
The Contemporary Direct Support Role
The direct support professional assists the participant to lead a self-directed life and contribute to his her community; and encourages attitudes and behaviors that enhance inclusion in his her community.

4. Say, "Let's explore the skills, knowledge and values that will help consumers to lead self-directed, self-determined lives. This list was written by people with disabilities in Minnesota, to tell DSPs and others what they need to live the way they want to." Ask people to work in small groups to identify the DSP skills, knowledge and attitudes that will help with each of the aspects of self-determination listed on the **Self-Determination Worksheet.** Assign each group statements to work on (e.g., group 1 gets a, b, and c, Group 2 gets d, and e, etc.) (10 minutes)

5. When small groups are ready, ask the different groups what they came up with. Summarize the ideas on a flipchart. (5 minutes)

6. To raise awareness of the kinds of problems that may be brought to the mentor, ask people what kinds of barriers DSPs may encounter as they try to learn these skills. (5 minutes)

Self-Determination Worksheet

Directions: As a group, look at the life goal listed in the left column and list the DSP skills, knowledge and attitudes that would help a self-advocate reach this goal. Try to think about someone you support as you do this activity.

Self Advocates say Self Determination is…	***What DSP skills, knowledge and attitudes will help self-advocates to reach this goal?***
a. Living a life that is always changing and growing and never fixed.	
b. Deciding what I want in life and setting my own goals.	
c. Learning to trust my feelings.	
d. Controlling service decisions and the money that buys those services.	
e. Honoring and respecting me, my choices, my ways of expressing myself.	
f. Having enough support to not be confined by my disability.	
g. Becoming more confident and feeling better about myself as I do things on my own.	
h. Having a purpose to my life and being successful in working toward it.	
i. Having freedom to make choices and take responsibility for choices I make.	
j. Having the help I need for choices I make. (Source: Lakin, K.C. New Values)	

B4-2: How Can We Help?

Goals of the Activity:

- ✓ Describe ways mentors can help DSPs get in step with best practices

Time: 20 minutes

Materials Needed:

Facilitator:

- ✓ Flipchart and markers

Background Information: None

Facilitator Instructions:

1. Say, "Let's take some time to brainstorm the many ways we can help our mentees excel in direct support. Remember in brainstorming all ideas are welcome and possible so let's think of how you can support your partner's development." To help people get the idea, you may pick out a specific skill or knowledge set that was charted as helpful in the previous exercise and ask members how a mentor could help a mentee learn that skill (e.g., person-centered planning – help mentee find out who is a good planner and recommend s/he attend one of her meetings; attend a conference with mentee on person-centered planning, read a book on the different person-centered planning models, etc.) (5 minutes)

2. Ask each participant to write some ideas individually on the Notes Page in the Learner Guide. (3 minutes)

3. Then, ask participants at random to share an idea with the whole group. Write a word or short phrase on a flipchart to summarize the ideas. Continue until all new ideas are completed. (10 minutes)

4. Ask participants if they see any themes or patterns of ideas. Tell participants we will finish the workshop by completing an evaluation and celebrating with a wonderful videotape and music. (3 minutes)

B4-3: Summary Evaluation and Celebration

Goal of the Activity:
- ✓ Complete an evaluation of the workshop
- ✓ Celebrate the success of the workshop with a videotape that summarizes the spirit of what the workshop is all about

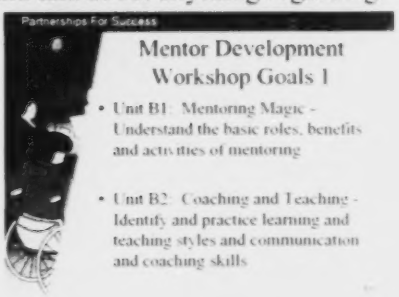
Time: 10 minutes

Materials Needed:
Facilitator:
- ✓ Overhead projector
- ✓ Overhead:
  - Mentor Development Workshop Objectives 1 and 2
- ✓ TV/VCR
- ✓ Videotape –"Celebrate Living"
- ✓ Boombox
- ✓ CD –Watermark –"Songs of Africa"

Background Information: None

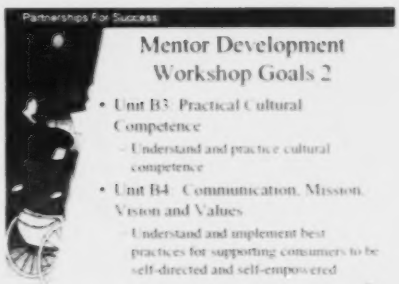
Facilitator Instructions:

1. End the workshop by thanking people for their hard work and wishing them the best in the mentor role. Leave them with the opportunity to call you and talk about anything regarding the workshop or mentoring.


Partnerships For Success
Mentor Development Workshop Goals 1
• Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring
• Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills

2. Hand out any workshop evaluation sheets that the organization(s) usually use for training events. Ask participants to think about the different units of the workshop and provide some concrete feedback so the workshop can be improved. Put up the overhead **Mentor Development Workshop Goals 1 and 2** while they are completing their evaluations. (5 minutes)

3. Play videotape "Celebrate Living" (available from the United Way, 701 N. Fairfax St. Alexandria, VA 22314-2045) Use the song "Storms in Africa" (cut #4) on Enya's Watermark CD as background music to the 4 minute video. (5 minutes)


Partnerships For Success
Mentor Development Workshop Goals 2
• Unit B3: Practical Cultural Competence
– Understand and practice cultural competence
• Unit B4: Communication, Mission, Vision and Values
– Understand and implement best practices for supporting consumers to be self-directed and self-empowered

PEP Curriculum References

PEP Curriculum References

American Society for Training and Development (1996). Design productive mentoring programs. Info-Line Issue 609. Alexandria, VA: ASTD.

Bard, R. and others (1987). *'Chapter 4: Assessing Your Learning Style' The Trainer's Professional Development Handbook.* San Francisco: Jossey-Bass.

Check, J. F. (1984). *Teaching-Learning Preferences of the Adult Learner.* Education (Fall 1984): 107-112.

Chiogioji, E. N., & Pritz, S. G. (1992). *Mentoring to Support the Mission of a Government Agency.* Kalamazoo, MI: ERIC Report: Paper presented at the Diversity in Mentoring Conference.

Chao, Georgia T. et al. (1991). *A Comparison of Informal Mentoring Relationships and Formal Mentoring Programs.* East Lansing: University of Michigan, Career Development and Placement Services.

Conti, G. J. and R. B. Welborn (1986). *Teaching-Learning Styles and the Adult Learner.* Lifelong Learning, 20-24.

Dunn, R. S. and K. J. Dunn (1979). Learning Styles/Teaching Styles: Should they…can they…be matched? *Educational Leadership* (#36, 1979): 238-244.

Griffin, C. (1998). *The Leadership Mentoring Program: Six Stages of Organizational Development.* Missoula, MT: Montana University Affiliated Rural Institute on Disabilities.

Jacobs, R. T. and B. Fuhrmann (1984). *'The Concept of Learning Style' in The 1984 Annual: Developing Human Resources.* Edited by J. W. Pfieffer and L. D. Goldstein. San Diego, CA: University Associates

Mumford, A. (1987). *Learning Styles and Learning.* Personnel Review (UK) (Vol.16, No. 3., 1987): 20-23

Murray, M and Owen, M.A. (1991) *Beyond the Myths and Magic of Mentoring* . San Francisco: Jossey-Bass, Inc.

Newby, T., & Corner, J. (1997). Mentoring for Increased Performance: Benefits and Key Principles. *Performance Improvement*, Vol. 36, (4), 10-11.

Pengra Morton, L. (2000). *Your Values, My Values.* Baltimore: Paul H. Brookes Publishing Co., Inc.

Pike, B., & Busse, C. (1995). *101 Games for Trainers.* Minneapolis: Lakewood Publications, Inc.

Pike, B., & Busse, C. (1995). *101 More Games for Trainers.* Minneapolis: Lakewood Publications, Inc.

Robbins, P. (1991) *How to Plan and Implement a Peer Coaching Program.* Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, P.M. (1994) The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday.

Slobof, J., Brown, M., Hewitt, A., & O'Nell, S. (1993) *Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families.* Minneapolis: Institute on Community Integration (UAP), University Of Minnesota.

Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Active Listening and Communications Skills: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities

Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Supervising a Culturally Diverse Staff: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities.

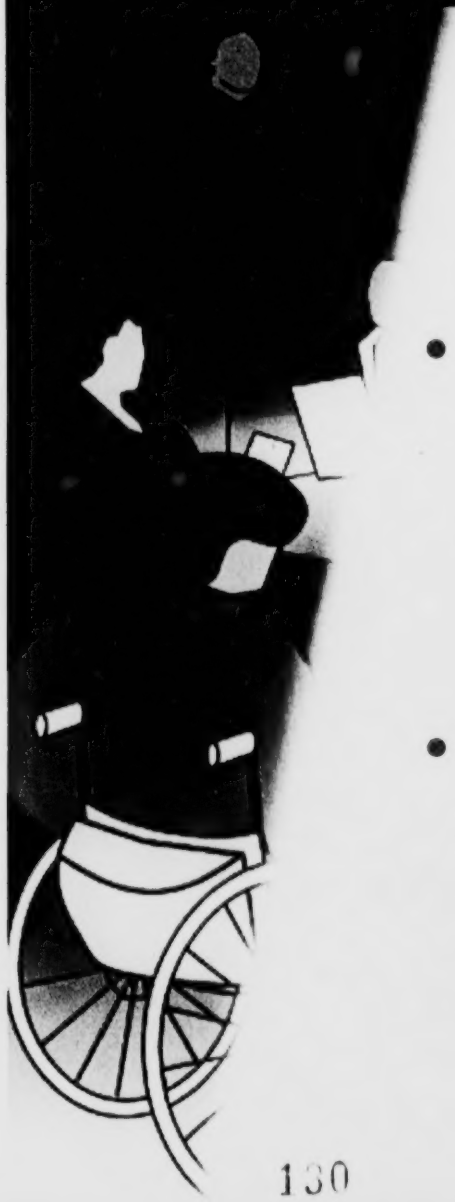
Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Problem Solving and Decision Making: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities.

Taylor, M., Bradley, V., & Warren Jr, R. (1996). *The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes.* Cambridge, MA: Human Services Research Institute.

Wetherow, D. (1992). *The Whole Community Catalogue.* Manchester, CT: Communitas, Inc.

Wirt, J. (1994). *Performance Assessment Systems: Implications for a National System of Skill Standards.* Washington, D.C. The Center for Policy Research, National Governors' Association

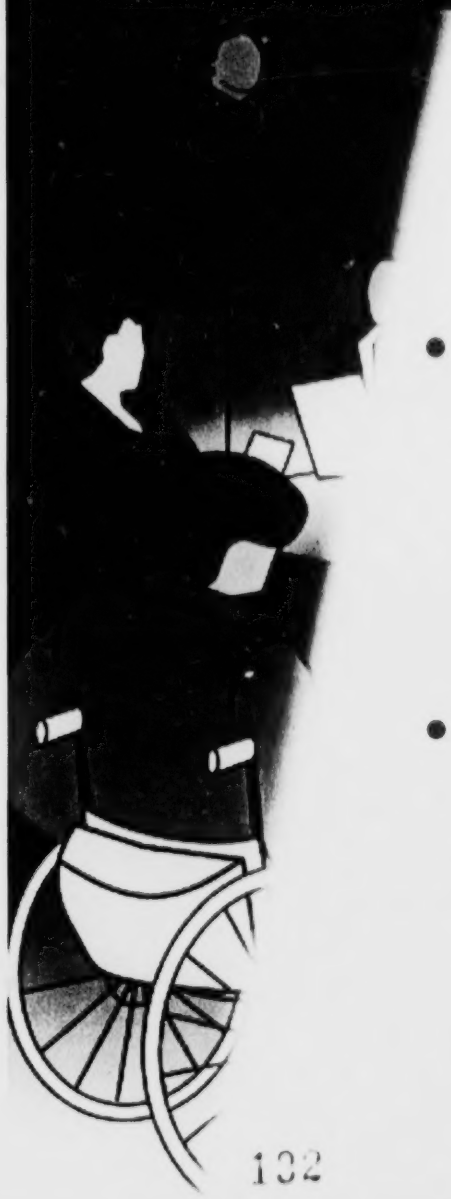
Module B
Overhead Masters



Mentor Development Workshop Goals 1

- Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring

- Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills



Mentor Development Workshop Goals 2

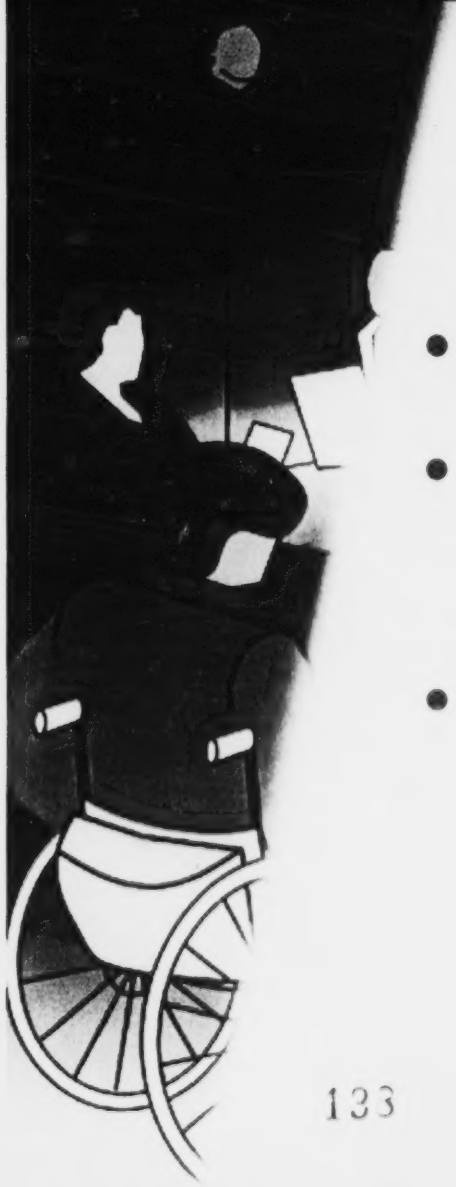
- Unit B3: Practical Cultural Competence
  - Understand and practice cultural competence
- Unit B4: Communication, Mission, Vision and Values
  - Understand and implement best practices for supporting consumers to be self-directed and self-empowered

Unit B1 Mentoring Magic Objectives

- Get to know each other
- Explore the benefits of identifying the challenges new DSPs face
- Understand what is expected of mentors and mentees

Ground Rules

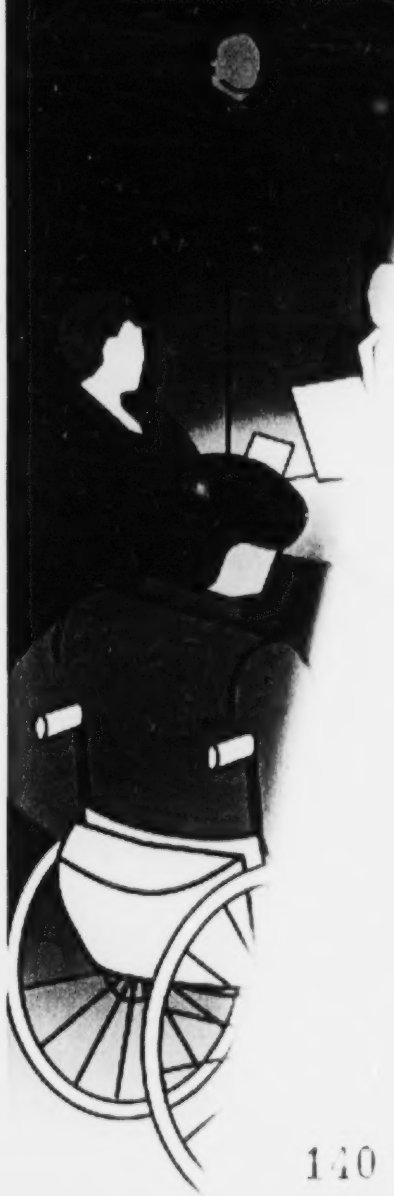
- The workshop is designed to be interactive so please be active (and I promise I won't call on you)
- Every opinion is valuable so please don't criticize others' ideas, talk over them, or hold "sidebars"
- Turn off cell phones
- Feel free to stand up stretch and walk-about as we talk or take a break as needed



PEP Mentoring Means:

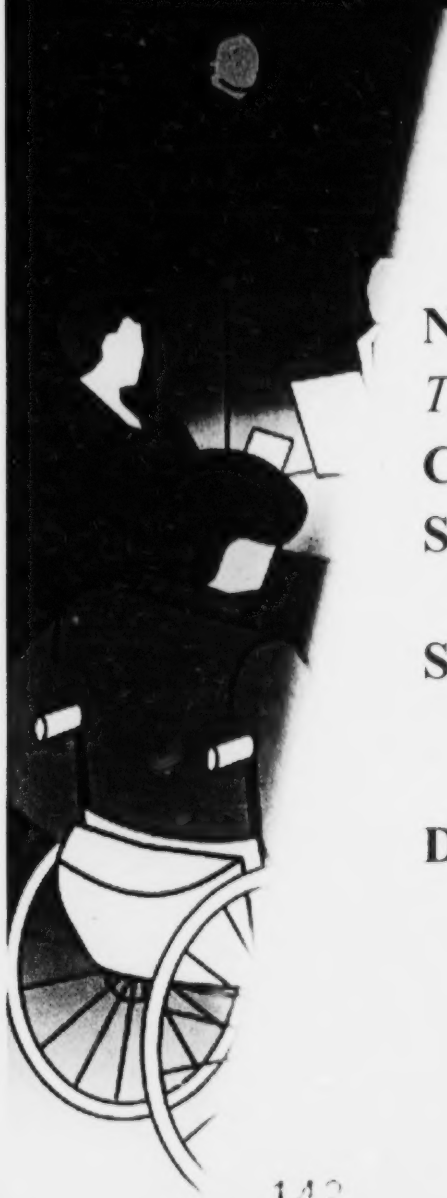
- **P**eer support
- **E**mpowering others and becoming empowered
- **P**artnership in skill development and interpersonal growth

133



PEP Partnership Benefits

- Recognition as an agency leader
- Strengthening co-worker skills
- Improving quality of support
- Opportunity to teach and learn
- Growth in self-confidence
- Fun and fellowship (special events, celebrations)



Example of a Completed Professional Development Plan

Name of Mentee: Sara Wayne

Technical Skill Goal

Competency Area Name: Participant Empowerment

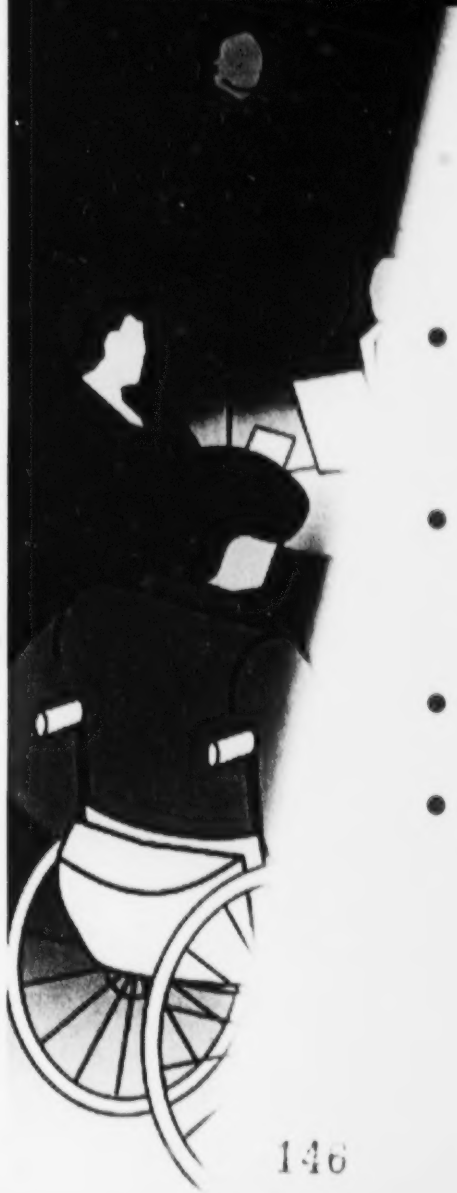
Selected Skill Standard B: Promote participant partnership in the design of services.

Selected Professional Goal: Identify preferences of the people I work with and make sure these preferences are in his or her goal plan.

Description of ways I will work to strengthen this skill: Talk with participants I support about their preference (or people close to them if they don't use words) and review their goal plans to see if they include their preferences.

Unit B2 Coaching and Teaching Objectives:

- Identify preferred learning styles
- Explore effective teaching strategies for adult learners
- Practice effective communication and coaching activities



Adult Learners

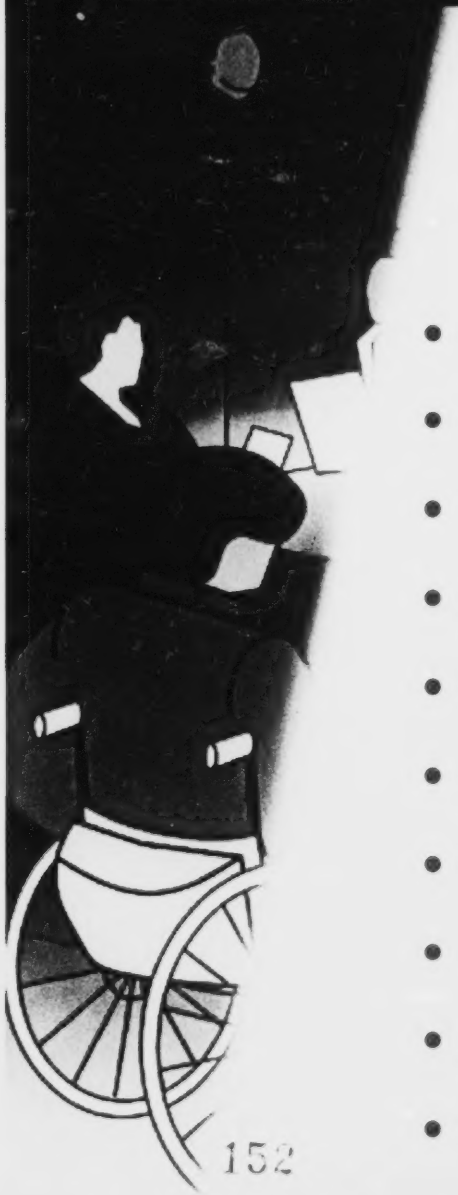
- Bring an array of experiences to the training environment
- Need/want to apply learning right away
- Focused on specific goals
- Have different styles (reflective, hands-on, philosophic, listener/observer)

Learning Styles…

- Are only a guide, not the be-all and end-all
- Can tend to categorize you; explore other styles
- Are not **Right** or **Wrong**, just **Different**
- Do change from situation to situation… and over time

Mentoring Pitfalls

- DON'T pretend you know something if you don't
  - **DO identify needed resources** and suggest that you will each try to find the needed resource or information
- DON'T take over a problem (rescue)
  - **DO help the mentee engage in problem-solving behavior**
- DON'T give specific advice
  - **DO listen actively** and help your mentee look at all sides of the issue by asking important questions
- DON'T criticize or judge
  - **DO offer constructive feedback**



Active Listening & Communication Skills

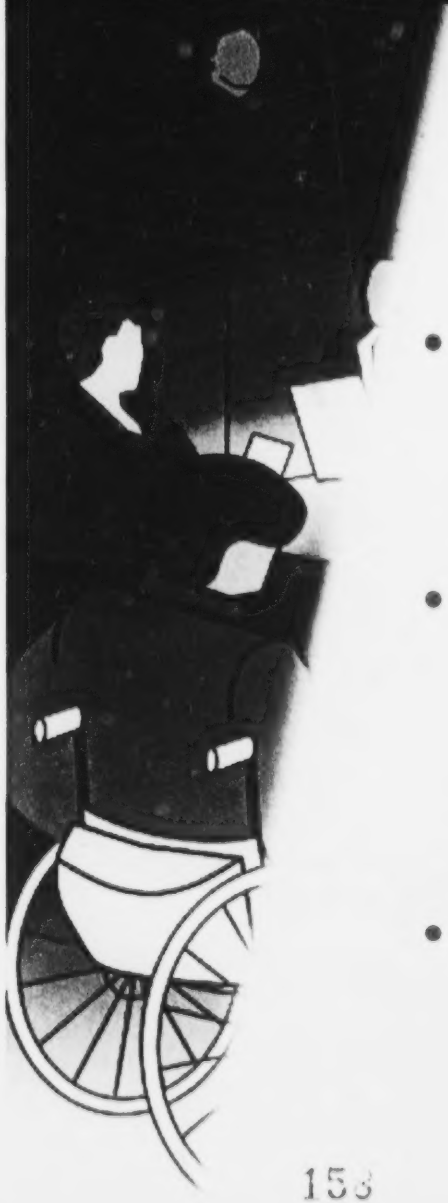
- Attentive and relaxed body language
- Eye contact
- Clarification questions and statements
- Paraphrasing what speaker says
- Reflection statements
- Interpretation questions
- Avoid interruptions and interrupting
- Ask open-ended questions
- Appreciation
- Validation statements

Unit B3 Practical Cultural Competence Objectives

- Explore how cultural heritage affects everyday behavior
- Recognize common problems in human service organizations arising from cultural norms
- Practice cultural sensitivity

Hot Spots

- How to work with foods so they don't spoil
- Helping new staff from different cultures feel welcome
- Menus
- Standards of cleanliness
- Holiday rituals
- Culturally defined gender roles (supervision, cooking, cleaning)
- Other



Unit B4 Communicating Mission, Vision and Values Objectives

- Identify current best practices in direct support and ways of fostering progressive practice
- Describe at least three DSP skills/support activities that contribute to participant empowerment and self-determination on a regular basis
- Consider barriers that DSPs may face when working to empower self-advocates and learn new skills

The Contemporary Direct Support Role

The direct support professional assists the participant to lead a self-directed life and contribute to his/her community; and encourages attitudes and behaviors that enhance inclusion in his/her community.

Mentor Development Workshop Goals 1

- Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring

- Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills

Mentor Development Workshop Goals 2

- Unit B3: Practical Cultural Competence
  - Understand and practice cultural competence
- Unit B4: Communication, Mission, Vision and Values
  - Understand and implement best practices for supporting consumers to be self-directed and self-empowered

The PEP Curriculum: Module A – The PEP Orientation Session

and

Module B – The PEP Mentor Development Workshop

LEARNER GUIDE

Table of Contents

What is the PEP ..... **Intro 3**

The Framework ..... Intro 3
Introduction to Mentoring ..... Intro 4
Mentoring Magic ..... Intro 4
What is Mentoring ..... Intro 4
Introduction to the PEP Curriculum ..... Intro 5

Module A Learner Guide

Unit A1: Welcoming and "Getting to Know You" A2
Unit A2: Overview of PEP Roles and Activities A3
Unit A3: PEP Mentoring: What it Means and What are the Benefits A4
Unit A4: The PEP Partnership Process and Activities A5
PEP Mentor Volunteer Application A6
PEP Mentee Introduction A7

Module B Learner Guide

Unit B1: Mentoring Magic B2
Unit B1-1: Welcome and Introduction B3
Unit B1-2: Benefits of Mentoring B4
Unit B1-4: Becoming PEP Partners B5
Professional Development Plan B6
Example of a Completed Professional Development Plan B7
Skill Standards Summary B8
Code of Ethics B14
Teamwork Skills Chart B19
PEP Partnership Agreement B21
Unit B2: Coaching and Teaching B24
Unit B2-1: Different Strokes for Different Folks B25
Learning Styles Summary Descriptions B26
Cool Teachers and Mentors Worksheet B27
Unit B2-3: Mentoring Skills and Pitfalls B28
Mentor Skills Checklist B29
Unit B2-4: Listening Well is Mentoring B30
Active Listening & Coaching Worksheet B31
Unit B3: Practical Cultural Competence B32
Unit B3-1: America: Melting Pot or Not? B33
Unit B3-2: Practicing Cultural Competence B34
Cultural Competence Worksheet B35
Communicating Mission, Vision, and Values B36
Unit B4 What's the Buzz B37
Self-Determination Worksheet B38
Unit B4-2: How Can We Help B39
Unit B4-3: Summary Evaluation and Celebration B40
PEP Curriculum References B41
Learner Worksheets B44

PEP Mentor Volunteer Application B45
PEP Mentee Introduction B46
Professional Development Plan B47
PEP Partnership Agreement B48
Cool Teachers and Mentors Worksheet B51
Mentor Skills Checklist B52
Active Listening and Coaching Worksheet B53
Cultural Competence Worksheet B54
Self-Determination Worksheet B55

What is the PEP?

The Framework

The Peer Empowerment Program (PEP) is designed to build the confidence and competence of newer direct support staff and help them get off to a good start in the support role. This is done through a program that matches and supports volunteers from a pool of experienced direct support staff (the mentors) with less experienced staff (the mentees). The partners work together to support and socialize mentees to the organization and to identify the mentees' skill development goals and the ways they will work together to achieve these goals through a partnership. In PEP, mentoring is not left to chance; it is planned as an intentional relationship with mutually negotiated goals regarding the direction and activities that the mentoring partnership will share.

Both mentor and mentee enter into their relationship voluntarily and negotiate a mutually agreeable written contract to ensure that both partners understand the goals and expectations of the mentoring relationship. PEP embraces the idea that either party can terminate the relationship at any time without recrimination. This arrangement ensures that people will enter the partnership freely and will stay only if it is working well for them. It also makes it clear that the mentoring partners are responsible to each other and they direct the course of the partnership.

Mentoring programs have different purposes: some are intended to nurture leaders; others are intended to help youth stay out of trouble; and others may help guide people through specific circumstances, such as the first year in college. In PEP, the focus is on supporting and socializing the mentee to the organization, building confidence, and supporting skill development. PEP mentors are guided into helping new staff learn the everyday culture of the organization and the larger context of the direct support role. In other words, the mentor shows the mentee "the ropes." This involves frequent contact to show support, share knowledge and information, model and coach performance and provide the "open door" that may help new staff adjust to the difficulties of the first few months on the job.

> *Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on current practices, culture and values, and to expand, refine and build new skills.*

We know that many people who quit direct support work soon after being hired would stay longer if they had better support, direction and training. Studies show a substantial number of new hires are unable to meet the demands they face in the first critical months on the job (Larson and Lakin, 1996). Mentoring makes it more likely that new hires will stay longer because they will have the help they need when they need it. This fact, along with the relatively low cost of implementing a mentoring program, makes mentoring a win-win situation for employers and employees. With a well-run mentoring program, mentors take on new status and enjoyment in their work; mentees pick up skills more quickly and are less likely to feel isolated when supporting people in their own homes, in competitive jobs, or in other dispersed locations where supervision is not immediately accessible. Also, by mentoring employees, organizations can reduce the fiscal and human costs of turnover. These are powerful outcomes that can redirect

substantial amounts of agency dollars and staff energy to the important work of supporting people.

Introduction to Mentoring

Mentoring Magic

"For one golden moment in time I really knew what was going on in math class! It was the first time in my life that math concepts seemed so clear and accessible. I later realized that my newfound math skills were more closely linked to the person who was teaching me than with any brilliance on my part (an impression confirmed later when I failed college math). This golden period of enlightenment occurred in my sophomore year in high school when I met my first powerful mentor, Sister Marie, my math teacher.

She was a great teacher, but the true magic that she used was that of mentoring. Throughout that school year she nurtured my mind and my spirit so that I became confident in my skills and my ability to manipulate the formerly inscrutable elements of the math I studied. Through humor, patience, and high expectations she changed my life. Later, others offered this magical gift, helping to light the way through the new and unfamiliar landscapes I encountered."

- Marianne Taylor
HSRI

Often connections with mentors are fortunate accidents, but the benefits of mentoring can and should be extended in planful and systematic ways to ensure that people get the support they need to excel in work and school and to prevent experiences of failure. Mentoring is particularly important for people taking on challenging roles for the first time, such as first time teachers, freshmen year students, and new human service workers. What these roles have in common is that they demand the ability to develop and nurture human relationships - a rewarding but sometimes frustrating activity; they are complex and take a while to master; and they require more judgment and problem-solving skill than many roles require. Roles with this kind of profile are difficult to take on without significant support within the work or learning environment.

What is Mentoring?

In PEP, **Mentoring** is defined as a method of teaching and learning through a deliberate pairing of a more skilled or experienced person with a lesser-skilled or experienced one. The goal of this partnership is to help the mentee feel supported, welcome and to support their growth and development in specific competencies.

Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on their experiences as an employee within the organization, current practices, culture and values, and to expand, refine and build new skills.

In the course of this partnership, the mentor and mentee may grow in other ways as well. For example, the mentor's leadership skills may be strengthened, or the mentee may develop a strong personal relationship with his or her mentor.

Introduction to The PEP Curriculum

PEP Orientation Goals:
The purpose of Module A, PEP Orientation Session is to give you, as a prospective mentor or mentee a general understanding of PEP. It is intended to reach both mentors and mentees and create enthusiasm for becoming part of the PEP experience. The PEP Orientation Session takes about one hour.

PEP Mentor Development Goals
The goal of Module B, The PEP Mentor Development Workshop, is to provide prospective mentors with experiences that will build their confidence as they approach the role of mentoring peers. It provides mentors with exposure to fundamental concepts of mentoring while offering opportunities to apply knowledge and to practice skills that facilitate positive outcomes for both partners.

There are four key topics covered in the Mentor Development Workshop curriculum including: 1) Mentoring Magic – the Role and Activities of the PEP Mentor; 2) Teaching and Coaching Others; 3) Practical Cultural Competence; and 4) Mentoring Mission, Values and Vision. This curriculum provides a basic introduction and overview of these topics to prepare mentors for their role.

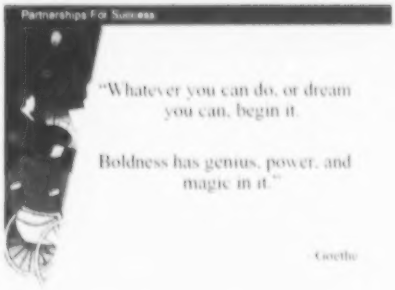
The workshop is designed to occur over a four-hour period with each of the four topic areas taking about one hour to complete. The individual topics are designed to be able to stand alone so that they may be sequenced over several days or weeks.

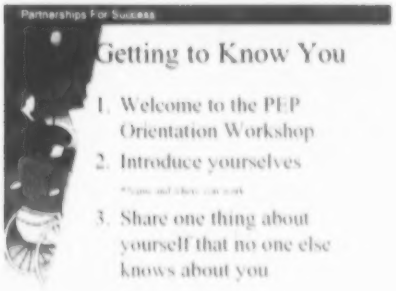
Training Approach:
People tend to learn more when they practice what they learn, apply it in simulated and real work experiences accompanied by feedback, and are actively engaged with each other through discussion, reflection, and creative collaboration. For these reasons the PEP Orientation and the PEP Development Workshop frequently involves you as learners in interactive exercises.

Module A The PEP Orientation Session

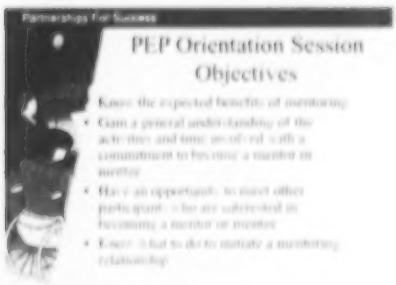
Learner Guide

Unit A1 Welcoming and "Getting to Know You"

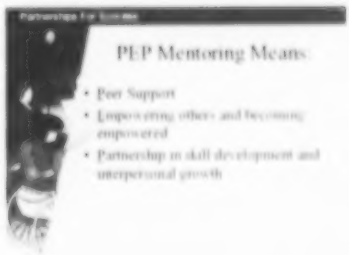


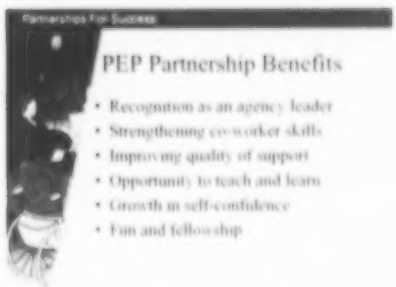

Partnerships For Success
Getting to Know You
1. Welcome to the PEP Orientation Workshop
2. Introduce yourselves
3. Share one thing about yourself that no one else knows about you

UnitA2: Overview of PEP Roles and Activities

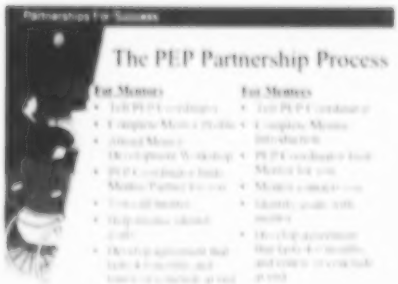


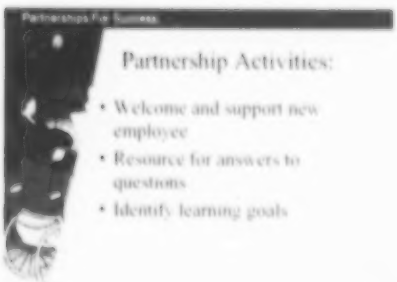
Unit A3: PEP Mentoring: What it Means and What are the Benefits

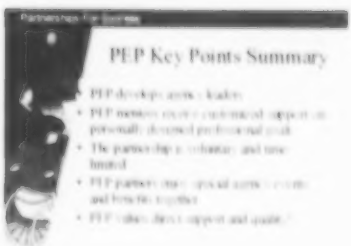

PEP Mentoring Means:
• Peer Support
• Empowering others and becoming empowered
• Partnership in skill development and interpersonal growth


Partnerships For Success
PEP Partnership Benefits
• Recognition as an agency leader
• Strengthening co-worker skills
• Improving quality of support
• Opportunity to teach and learn
• Growth in self-confidence
• Fun and fellowship

Unit A4: The PEP Partnership Process and Activities




Partnerships For Success
Partnership Activities:
• Welcome and support new employee
• Resource for answers to questions
• Identify learning goals



PEP Mentor Volunteer Application

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:
Please briefly answer the following questions. Your responses may be shared with people looking for a peer mentor. Thank you.
As a direct support professional, my strengths are:
My leisure interests include:
I'd like to be a mentor because:
Please add anything else you would like your mentee to know about you.

Thank You

PEP Mentee Introduction

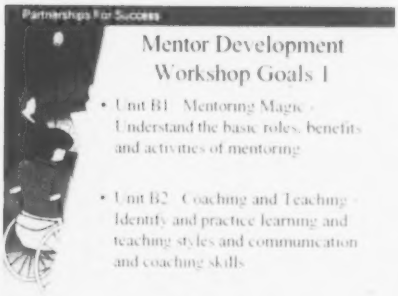
Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:
Please briefly answer the following questions. Your responses may be shared with mentors who are seeking a mentee partner. Thank you.
My work interests include:
My leisure interests include:
I'd like to partner with a mentor because:
Please add anything else you would like a prospective mentor to know about you.

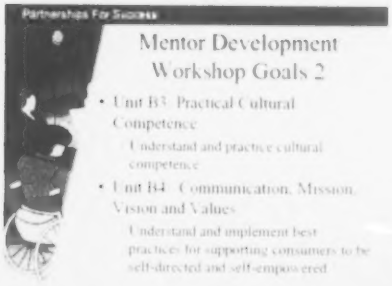
Thank You

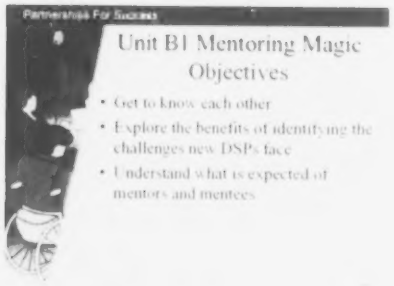
Module B: The PEP Mentor Development Workshop

Learner Guide

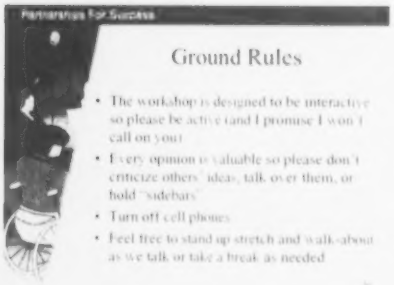
Unit B1: Mentoring Magic


Partnerships For Success
Mentor Development Workshop Goals 1
• Unit B1 - Mentoring Magic - Understand the basic roles, benefits and activities of mentoring
• Unit B2 - Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills

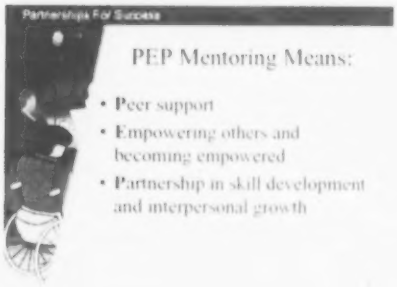

Partnerships For Success
Mentor Development Workshop Goals 2
• Unit B3- Practical Cultural Competence
Understand and practice cultural competence
• Unit B4 - Communication, Mission, Vision and Values
Understand and implement best practices for supporting consumers to be self-directed and self-empowered

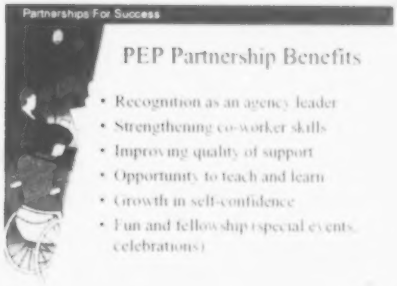

Partnerships For Success
Unit B1 Mentoring Magic Objectives
• Get to know each other
• Explore the benefits of identifying the challenges new DSPs face
• Understand what is expected of mentors and mentees

B1-1: Welcome and Introduction

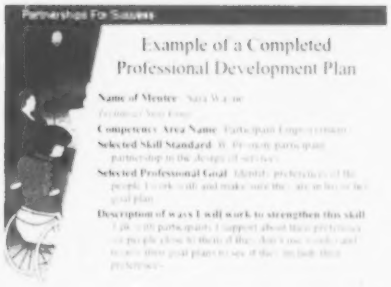

Partnerships For Success
Ground Rules
• The workshop is designed to be interactive so please be active (and I promise I won't call on you)
• Every opinion is valuable so please don't criticize others' ideas, talk over them, or hold "sidebars"
• Turn off cell phones
• Feel free to stand up stretch and walk-about as we talk or take a break as needed

B1-2: Benefits of Mentoring


Partnerships For Success
PEP Mentoring Means:
• Peer support
• Empowering others and becoming empowered
• Partnership in skill development and interpersonal growth


Partnerships For Success
PEP Partnership Benefits
• Recognition as an agency leader
• Strengthening co-worker skills
• Improving quality of support
• Opportunity to teach and learn
• Growth in self-confidence
• Fun and fellowship (special events, celebrations)

B1-4: Becoming PEP Partners



Professional Development Plan

Name of Mentee: _____

Technical Skill Goal(s)

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: _____
Selected Skill Standard: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Ethical Practice Goal(s)

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: _____
Selected guideline: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Teamwork Goal(s)

Directions: With your mentor, review the Teamwork Skills Chart and select the area(s) and skill(s) that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Interpersonal and Teamwork Skill Area: _____
Selected Skill: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

EXAMPLE OF A COMPLETED PROFESSIONAL DEVELOPMENT PLAN

Name of Mentee: Sara Wayne

Technical Skill Goal

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: *Participant Empowerment*
Selected Skill Standard: *B. Promote participant partnership in the design of services*
Selected Professional Goal: *Identify preferences of the people I work with and make sure they are in his or her goal plan.*
Description of ways I will work to strengthen this skill: *Talk with participants I support about their preference (or people close to them if they don't use words) and review their goal plans to see if they include their preferences.*

Ethical Practice Goal

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: *Person Centered Supports*
Selected Professional Goal: *Learn about person-centered planning*
Description of ways I will work to strengthen this skill: *Participate in several person centered planning meetings*

Teamwork Goal

Directions: With your mentor, review the Teamwork Skills Chart (Appendix H) and select the area and skill that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Teamwork Skill Area: *Communication*
Selected Skill: *Be open to constructive feedback*
Selected Professional Goal: *Obtain more feedback.*
Description of ways I will work to strengthen this skill: *Regularly ask the people I support how I can support them better; ask my supervisor and mentor to give me feedback on specific areas of my work.*

Skill Standards Summary

1996 Human Services Research Institute

The following is an overview of competency areas and skill guidelines applicable to direct support work. The information is a limited outline of a complete body of skill standards developed under *The Community Support Skill Standards Project.*

AREA 1: PARTICIPANT EMPOWERMENT

The competent direct support professional (DSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

SKILL STANDARDS:

A. Assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.

B. Promotes participant empowerment by facilitating the participant's leadership in the design of his/her support services.

C. Provides opportunities for the participant to be self-directed by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.

D. Provides information about human, legal, civil rights and other resources; facilitates access to such information; and assists the participant to use information for self-direction and decision making about living, work, and social relationships.

AREA 2: COMMUNICATION

The direct support professional (DSP) should be knowledgeable about the range of effective communication and basic counseling strategies and skills necessary to establish a collaborative relationship with the participant.

SKILL STANDARDS:

A. Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.

B. Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.

C. Learns and uses terminology appropriately (ADL, LD, ADD, IPC), explaining as necessary to ensure participant understanding.

AREA 3: ASSESSMENT

The direct support professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

SKILL STANDARDS:

A. Initiates or assists in the assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, evaluation results, additional evaluation) and informing the participant about what to expect throughout the assessment process.

B. Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants, using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

C. Discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

AREA 4: COMMUNITY AND SERVICE NETWORKING

The direct support professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

SKILL STANDARDS:

A. Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.

B. Researches, develops, and maintains information on community and other resources relevant to the needs of participants.

C. Ensures participant access to needed community resources, coordinating supports across agencies.

D. Participates in outreach to potential participants.

AREA 5: FACILITATION OF SERVICES

The direct support professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

SKILL STANDARDS:

A. **Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent etc.), and recognizes his or her own personal limitations.**

B. **Assists and/or facilitates the development of an individualized plan based on participant preferences, needs and interests.**

C. **Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participant preferences, needs and interests.**

D. **Assists and/or facilitates the review of the achievement of individual participant outcomes.**

AREA 6: COMMUNITY LIVING SKILLS AND SUPPORTS

The direct support professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

SKILL STANDARDS:

A. **Assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.**

B. **Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs, to maximize his or her skills, abilities and independence.**

C. **Assists with identifying, securing and applying needed equipment (e.g., adaptive equipment) and therapeutic techniques (e.g., physical, occupational and communication).**

D. **Supports the participant in the development of friendships and other relationships.**

E. **Assists the participant to recruit and train service providers as needed.**

AREA 7: PROFESSIONAL DEVELOPMENT & COMMUNITY AWARENESS

The direct support professional should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

SKILL STANDARDS:

A. Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.

B. Educates participants, co-practitioners and community members about issues by providing information and support and facilitating training.

AREA 8: ADVOCACY

The direct support professional should be knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

SKILL STANDARDS:

A. Identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.

B. Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.

C. Facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and enlists the support of decision makers when appropriate to overcome barriers to services.

D. Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.

AREA 9: VOCATIONAL, EDUCATIONAL AND CAREER SUPPORT

The direct support professional should be knowledgeable about the career and education-related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

SKILL STANDARDS:

A. **Explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.**

B. **Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.**

C. **Works in collaboration with the participant, employers and school personnel to support the participant, adapting the environment, and providing job-retention supports.**

AREA 10: CRISIS INTERVENTION

The direct support professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

SKILL STANDARDS:

A. **Identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.**

B. **Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.**

AREA 11: ORGANIZATIONAL PARTICIPATION

The direct support professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

SKILL STANDARDS:

A. Contributes to program evaluations and helps to set organizational priorities to ensure quality.

B. Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.

C. Provides and accepts co-worker support, participates in supportive supervision, and contributes to the screening of potential employees.

D. Provides input into budget priorities, identifying ways to provide services in a cost-beneficial manner.

AREA 12: DOCUMENTATION

The direct support professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

SKILL STANDARDS:

A. Maintains accurate records, collecting, compiling and evaluating data, and submitting records

B. Maintains standards of confidentiality and ethical practice.

C. Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.

Code of Ethics

National Alliance for Direct Support Professionals (NADSP)

Direct Support Professionals (DSPs) who support people in their communities are called upon to make independent judgments on a daily basis that involve both practical and ethical reasoning. The people who assume the support role must examine and call upon values and beliefs, as well as creative vision, to assist them in the complex work they perform. A primary purpose of the DSP is to assist people who need support to lead self-directed lives and to participate fully in our communities and nation. This emphasis on empowerment and participation is critical because the prejudices of society form powerful barriers that prevent many people with mental or physical disabilities from enjoying a high quality of life. And, too often, the very social policies and service systems designed to help can create other barriers.

Therefore, it must be the mission of the DSP to follow the individual path suggested by the unique gifts, preferences, and needs of each person they support, and to walk in partnership with the person, and those who love him or her, toward a life of opportunity, well-being, freedom, and contribution. Unfortunately, there have been no set criteria to guide these journeys as there are for other professional groups (such as doctors, nurses, service coordinators, and social workers) who have intimate knowledge of and responsibility for another person's emotional, financial, or physical being. There is no other position today in which ethical practice and standards are more important than direct support. DSPs are often asked to serve as gatekeepers between people needing support and almost every aspect of their lives, including access to community, personal finances, physical well-being, relationships, employment, and everyday choices. The whole landscape of a person's life can change with the coming and going of these critical support people.

As a result of these work duties, DSPs face ethical decisions on a daily basis and consistently feel the tension between the ideals of the profession and its practice. There are numerous pressures coming from organizations, government, social policy, and societal prejudice that can shift focus and allegiance away from those supported. In order to maintain the promise of partnership and respect that must exist in a helping relationship, a strong ethical foundation is critical to help DSPs navigate through the maze of influences that bombard them. This issue has led to the efforts on the part of the National Alliance for Direct Support Professionals (NADSP) to identify the kinds of ethical situations that DSPs face and to develop a set of ethical guidelines. The NADSP convened a national panel of DSPs, advocates, families, professionals, and researchers who constructed this code of ethics . Focus groups and surveys regarding the draft language were conducted throughout the country and were integrated to create the final code. This Code of Ethics is intended to serve as a straightforward and relevant ethical guide, shedding some light on the shared path to a self-directed life. It is intended to guide DSPs in resolving ethical dilemmas they face every day and to encourage DSPs to achieve the highest ideals of the profession.

The skills and knowledge of community support practice must be joined with the ethical principles to create the environment needed to fully support people. To do so effectively, we must all work toward recognizing DSPs as professionals who have skills, knowledge, and values that constitute a unique and important profession. There must be a commitment to hiring, developing, and supporting DSPs who have a healthy sense of their own worth and potential, and the worth and potential of the people they support, and who can infuse these beliefs into practice.

DSPs themselves must know that it is part of their role to foster a spirit of cooperation and mutual responsibility with other DSPs regarding ethical practice.

Direct Support Professionals, agency leaders, policymakers, and people receiving services are urged to read the Code and to consider ways that these ethical statements can be incorporated into daily practice. The beliefs and attitudes that are associated with being an effective human service professional are the cornerstones of this code. This code is not the handbook of the profession, but rather a roadmap to assist us in staying the course of securing freedom, justice, and equality for all.

1. Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Interpretive Statements

As a DSP, I will —

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs or gifts are neglected for other reasons.
- Honor the personality, preferences, culture and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person, and understand that my role in direct supports will require flexibility, creativity and commitment.

2. Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

Interpretive Statements

As a DSP, I will —

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activity. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members (e.g. doctors, nurses, therapists, co-

workers, family members) to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.

- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation or harm.
- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the person's plan.

3. Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

Interpretive Statements

As a DSP, I will —

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others, as needed, when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community at-large.
- Practice responsible work habits.

4. Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Interpretive Statements

As a DSP, I will —

- Seek information directly from those I support regarding their wishes in how, when and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

5. Justice, Fairness and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights and responsibilities of the people I support.

Interpretive Statements

As a DSP, I will —

- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that the individual's preferences and interests are honored.

6. Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand his/her value.

Interpretive Statements

As a DSP, I will —

- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.
- Recognize and respect the cultural context (e.g. religion, sexual orientation, ethnicity, socio-economic class) of the person supported and his/her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

7. Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

Interpretive Statements

As a DSP, I will —

- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs/preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

8. Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

Interpretive Statements

As a DSP, I will —

- Work in partnership with others to support individuals leading self-directed lives.
- Honor the individual's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.

9. Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Interpretive Statements

As a DSP, I will —

- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups who have been disempowered.
- Promote the human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

The National Alliance for Direct Support Professionals (NADSP) is a collaboration of organizations who are committed to promoting the development of a highly competent human services workforce that supports individuals in achieving their life goals. For more information, visit http://rtc.umn.edu.

This document is supported through a cooperative agreement between the National Institute on Disability and Rehabilitation Research, U.S. Department of Education (# H133B980047) and the Research and Training Center on Community Living (RTC) at the Institute on Community Integration, University of Minnesota, and through a contribution by the Irwin Siegel Agency.

This document is available in alternate formats upon request. NADSP Code of Ethics, P.O. Box 13315, Minneapolis, MN 55414.

Teamwork Skills Chart

Interpersonal and Teamwork Skills	Explanation & Examples
Communication Skills:	
Clarification statement	Asking for an explanation or giving one when communication by another or others is not clear. For example: "I didn't get what you just said. Would you try to put that same idea into other words for me?"
Summary statement (track what's said)	Summarizing key points made in a discussion over a period of time. For example during an ISP meeting the DSP might say: "Zoie told us about Linnea's interest in art and Jameel mentioned that Linnea loved looking at the photos on the wall at the doctor's office. Maybe she would like to visit a photography gallery some time."
Reflection statement	Paraphrasing what another has said to ensure you have captured the meaning. For example, "So, you're saying that you think we've been putting too many demands on Rafael and that's why he's having tantrums?"
Feedback statement and openness to feedback	Providing another person with information about your feelings or reactions to their statements or actions. For example: " When you are late for work, I get really anxious about picking up my kids at day care in time. Did you know that I am fined $10 for every 10 minute period I am late?" Remaining open and non-defensive when feedback is offered.
Validation/ affirmation statement	Acknowledging and supporting another by accepting and affirming feelings s/he has communicated or by offering encouragement, commendation, and appreciation for his/her presence and communication.
Empathy or shared focus statement	Statement that shows you are putting yourself in another's shoes and attempting to share their focus and perspective. For example, "I see that you worked overtime last night. Are you tired today?"
Negotiation statements (compromise, consensus building, conflict resolution)	Statements that move a team forward by building consensus, resolving conflict constructively, or forging compromise. For example: "We all agree that we need to do more to support self advocacy but we disagree on strategies. Why not take these ideas to the self advocates and see what they think?"

Interpersonal and Teamwork Skills	Explanation & Examples
Problem-solving skills:	
Find/ research accurate information for the team	Taking responsibility for getting something the team needs such as the availability of "Section Eight" Housing Certificates in the region.
Organize information for the team	Making sure that the team has information it needs to make progress on issues they are facing, such as the costs of possible vacation venues suggested by people they are supporting.
Offer analysis to the team	Provide thoughtful strategies based on team proceedings.
Offer creative ideas to the team	Energize team activity through fresh and unusual approaches.
Facilitate discussion/ Offer discussion frameworks (graphics, stories, time charts, etc.)	Assume the role of discussion facilitator and or offer frameworks for organizing and synthesizing discussion through use of flipchart and group graphics, stories that illustrate problems and solutions, etc.
Team support skills:	
Support team logistics (schedule, place, food, etc.)	Taking responsibility for instrumental support such as calling team members for meetings, bringing food or other supplies, reserving conference rooms or drafting agendas, taking notes.
Prepare team output in writing/ Document team proceedings	Recording and disseminating team decisions; taking responsibility for developing written materials recommended by team such as incident reports, referrals, letters, etc.
Present information on behalf of the team (orally)	Bring team concerns, decisions and matters to the attention of others through phone calls, meetings etc.

PEP Partnership Agreement

Name of Mentor: _____ Date: _____

Name of Mentee: _____

As partners in this mentoring relationship, we have agreed to participate in the partnership for a period of ____ months ending on _____ (insert projected date). At any time during this period either partner may choose to end the partnership. The decision to end the relationship by either partner will be recognized as the right of that person and that partner will not be criticized, sanctioned or otherwise judged by the other partner or by our employer.

We also may choose to renew our partnership at the end of the interval covered by this agreement. To extend our partnership we will enter into another mutually negotiated partnership agreement.

As partners in this mentoring relationship, we agree to the following responsibilities:

Mentor responsibilities:

1. Initiate frequent contact (phone or e-mail) with my mentee (at least 1 x per week);
2. Respond to a contact from my mentee within 24 hours;
3. Meet regularly (no less than 1x per month) with my partner at mutually convenient times and locations;
4. Assist my mentee in identifying his or her work related goals and in developing expertise in direct support work in these areas and others;
5. Recognize when I am unable to assist the mentee with whom I partner and refer her/him to other resources as needed;
6. Freely share information and contacts that will assist my mentee in performing competently;
7. Provide recognition and commendation to my mentee for quality work performance;
8. Provide honest and constructive feedback regarding my mentee's work performance;
9. Refrain from taking credit for the accomplishments of my mentee;
10. Maintain strict confidence regarding all communications and conversations with my mentee.

11. Maintain a positive, respectful and helpful approach in all of my contacts with my mentee;

12. Participate in Mentor Network activities;

13. Notify the PEP Program Coordinator when this agreement concludes;

14. Other: _____

Mentee Responsibilities:

1. Welcome frequent contact (phone or e-mail) with my mentor at least 1x per week;

2. Meet with my mentor at mutually convenient times and locations at least 1x per month;

3. Work with my mentor to identify the specific work related goals I will seek to fulfill during the relationship;

4. Actively seek information regarding direct support practices or agency operating procedures that I do not understand or for which I need additional support;

5. Remain open to constructive feedback from my mentor regarding my work performance regardless of the content;

6. Recognize and appreciate my mentor's contribution to my learning;

7. Maintain a positive and respectful approach in all contacts with my mentor;

8. Be proactive in improving my performance by acting on feedback, and proposing methods and strategies for improvement;

9. Maintain strict confidence regarding all conversations and communications with my mentor.

10. Other: _____

As the mentee in this partnership, I have completed my Professional Development Self Assessment and I have identified the following practice goals to work on in this partnership:

Technical Skills:

CSSS Competency Area: _____
Skill Standard:
Goal:
Description of ways I will work on strengthening this skill:

Ethical Practice Guidelines:

Guidelines Area: _____
Guideline: _____
Goal: _____
Description of ways I will work to strengthen this skill:

Interpersonal and Teamwork Skills:

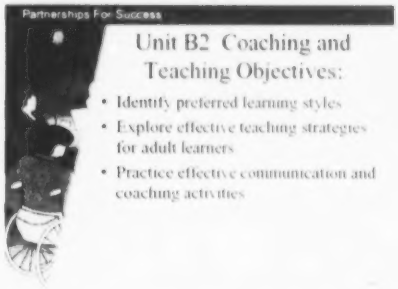
Skill Area: _____
Skill: _____
Goal: _____
Description of ways I will work to strengthen this skill:

_____ Date: _____
Signature of Mentee

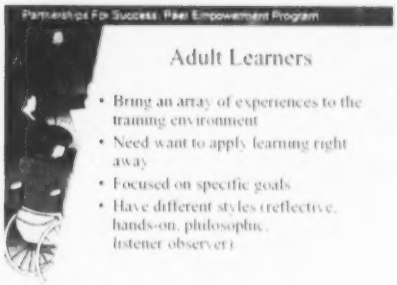
As the mentor in this partnership, I have reviewed my partner's goals and I will assist my mentee in reaching these goals to the best of my ability.

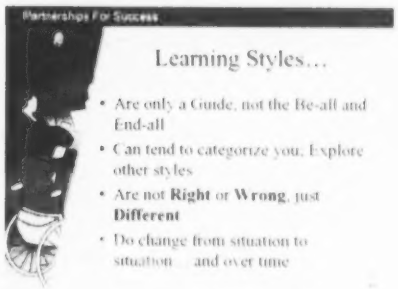
_____ Date: _____
Signature of Mentor

Unit B2: Coaching and Teaching


Partnerships For Success
Unit B2 Coaching and Teaching Objectives:
• Identify preferred learning styles
• Explore effective teaching strategies for adult learners
• Practice effective communication and coaching activities

B2-1: Different Strokes for Different Folks


Partnerships For Success: Peer Empowerment Program
Adult Learners
• Bring an array of experiences to the training environment
• Need want to apply learning right away
• Focused on specific goals
• Have different styles (reflective, hands-on, philosophic, listener observer)


Partnerships For Success
Learning Styles…
• Are only a Guide, not the Be-all and End-all
• Can tend to categorize you. Explore other styles
• Are not **Right** or **Wrong**, just **Different**
• Do change from situation to situation … and over time

Learning Styles Summary Descriptions

The following is a descriptive list of four major learning styles that can be distilled from a variety of "learning styles" instruments developed by many different authors. The statement following each description suggests a variety of teaching/coaching activities that mentors might use to accommodate the different learning styles of mentees:

- The "reflective" learner. With this approach, the adult learns by thinking about a topic, usually alone. Sometimes this type of learner will share what they are thinking with someone else to test out how her/his thinking compares with someone else.

Mentor teachers/coaches might want to make sure that their teaching/coaching process includes some quiet opportunities for mentors to read and think about a topic by themselves. Some reflective learners may then be willing to share their thoughts with others about what they have learned.

- The "hands on" learner. This adult learner approaches learning by doing. They like to apply a basic principle to a real-life situation. Role-play, simulated learning exercises, and working with concrete materials or applying skills in the actual work environment will help these people learn most effectively.

We encourage mentors to include opportunities for "hands on" type of mentees to apply what they learn immediately or to experiment with their learning topics.

- The "philosophic" learner. This type of learner enjoys talking about a subject and exploring all the different meanings of a topic. They also like to engage in discussions to test out what they believe and compare their learning with others.

Mentors need to make sure mentees have chances to talk about a topic, principle, or ethic, in pairs or small groups or in large group discussions.

- The "listener/observer" learner. This type of learner likes to listen to what other people are saying, to observe what is happening around him/her, and to gather information before sharing thoughts or doing activities.

We encourage mentors to make sure that their approach to teaching/coaching includes opportunities for mentees to listen, read, and observe as a part of the way to learn new material.

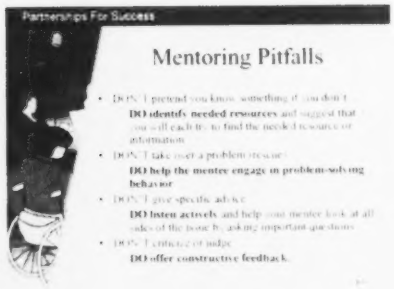
In summary mentors need to develop their teaching/coaching tools and processes in such a way that mentees have a variety of ways to learn and grow with a wide array of topic areas. Mentees will then be able to learn about new subjects in ways that are comfortable to them.

Cool Teachers And Mentors Worksheet

Directions: Think about the really great teachers and mentors in your life and note some of the things that made them great to you in each of the 3 areas!

Their interpersonal and emotional characteristics:
1.
2.
3.
4.
5.
6.
Their teaching and mentoring skills:
1.
2.
3.
4.
5.
6.
Their communication skills:
1.
2.
3.
4.
5.
6.

Unit B2-3: Mentoring Skills and Pitfalls


Partnerships For Success
Mentoring Pitfalls
DO identify needed resources
DO help the mentee engage in problem-solving behavior
DO listen actively
DO offer constructive feedback.

Mentor Skills Checklist

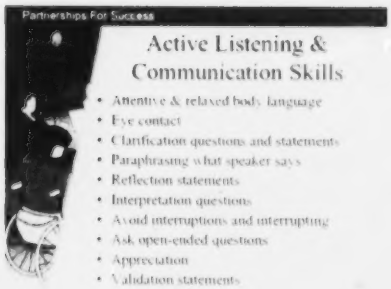
Directions: Read the skill or activity you should be doing with your mentor and check the appropriate box regarding your ability to perform the skill.

PEP Mentor Responsibilities	I can do this	I may need more help or resources to do this
Help mentee identify goals using the PDP		
Complete the Partnership Agreement		
Answer questions about our agency's mission and procedures		
Talk about human services and direct support in general		
Answer questions about support and care skills for people my mentee supports		
Demonstrate support and care skills		
Provide encouragement & build confidence		
Keep our conversations confidential		
Share information about the culture and unwritten norms of our organization		
Help mentee find the information & resources s/he needs		
Provide constructive feedback		
Help mentee solve problems		
Consult with mentee on co-worker and supervisory problems		
Help mentee master documentation such as progress notes, writing goals, and completing incident reports		
Introduce mentee to other colleagues		
Welcome mentee at meetings, parties, and other organizational events		
Help mentee solve problems & conflicts		
Be available when mentee needs my help		
Refrain from criticizing/judging mentee		

Unit B2-4: Listening Well is Mentoring

You might want to jot down some notes about the ways you know that people are listening well to you or others.

Notes Page:



Active Listening & Coaching Worksheet

Directions: Talker tells listener about some minor issues they are experiencing at work (3 minutes). Observer checks off listener skills s/he observes. Coach provides feedback in one minute. The triads rotate roles until each person has had a chance to play each role.

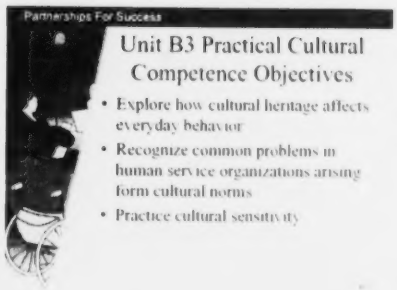
Rules for feedback:

- Coach states concisely the listening skills s/he observed including commending listener for skills performed and offers any suggestions for improvement
- Coach uses a friendly and upbeat approach that avoids judgment, sarcasm, or criticism
- Listener simply listens without talking to the coach. Then, roles rotate and the new talker begins.

ACTIVE LISTENING & COMMUNICATION SKILLS

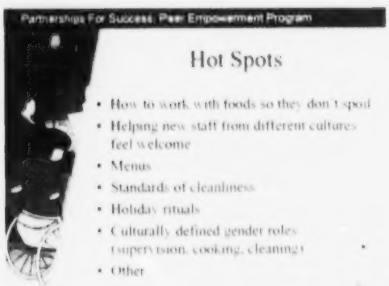
Skill	✓ **If Performed**	**Notes**
Attentive & Relaxed Body Language		
Eye Contact		
Clarification Questions And Statements		
Paraphrasing What Speaker Says		
Reflection Statements		
Interpretation Questions		
Avoid Interruptions And Interrupting		
Ask Open – Ended Questions		

Unit B3: Practical Cultural Competence


Partnerships For Success
Unit B3 Practical Cultural Competence Objectives
• Explore how cultural heritage affects everyday behavior
• Recognize common problems in human service organizations arising form cultural norms
• Practice cultural sensitivity

Unit B3-1: America: Melting Pot or Not?

Notes Page:


Partnerships For Success: Peer Empowerment Program
Hot Spots
• How to work with foods so they don't spoil
• Helping new staff from different cultures feel welcome
• Menus
• Standards of cleanliness
• Holiday rituals
• Culturally defined gender roles (supervision, cooking, cleaning)
• Other

Unit B3-2: Practicing Cultural Competence

You may want to jot down some notes during or after this activity.

Notes Page:

Cultural Competence Worksheet

Directions: Read the scenario and discuss it with others in your group. Put yourself in the mentor's shoes and try to figure out a course of action that will help the mentee to resolve the dilemma. Put your group's responses to the questions below on this worksheet and select a reporter to share your results.

Scenario # and name: _____

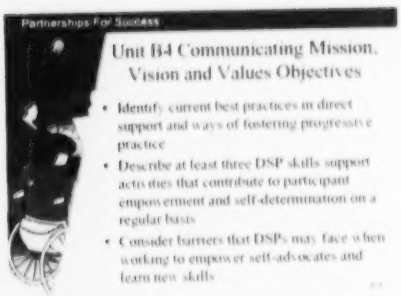
What are the possible cultural reasons for the problem?

Are there other possible reasons for the problem that are not cultural?

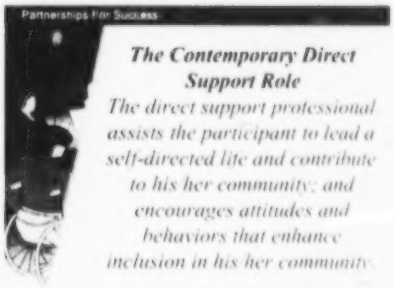
What will happen if the problem does not get resolved?

What should the mentor do or say to the mentee to reach a good mentoring outcome?

B4: Communicating Mission, Vision, and Values


Partnerships For Success
Unit B4 Communicating Mission, Vision and Values Objectives
• Identify current best practices in direct support and ways of fostering progressive practice
• Describe at least three DSP skills support activities that contribute to participant empowerment and self-determination on a regular basis
• Consider barriers that DSPs may face when working to empower self-advocates and learn new skills

B4-1: What's the Buzz


Partnerships For Success
The Contemporary Direct Support Role
The direct support professional assists the participant to lead a self-directed life and contribute to his her community; and encourages attitudes and behaviors that enhance inclusion in his her community.

Self-Determination Worksheet

Directions: As a group, look at the life goal listed in the left column and list the DSP skills, knowledge and attitudes that would help a self-advocate reach this goal. Try to think about someone you support as you do this activity.

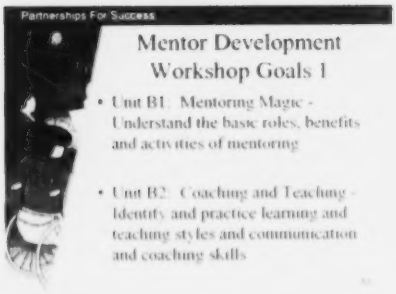
Self Advocates say Self Determination is…	***What DSP skills, knowledge and attitudes will help self-advocates to reach this goal?***
a. Living a life that is always changing and growing and never fixed.	
b. Deciding what I want in life and setting my own goals.	
c. Learning to trust my feelings.	
d. Controlling service decisions and the money that buys those services.	
e. Honoring and respecting me, my choices, my ways of expressing myself.	
f. Having enough support to not be confined by my disability.	
g. Becoming more confident and feeling better about myself as I do things on my own.	
h. Having a purpose to may life and being successful in working toward it.	
i. Having freedom to make choices and take responsibility for choices I make.	
j. Having the help I need for choices I make. (Source: Lakin, K.C. New Values)	

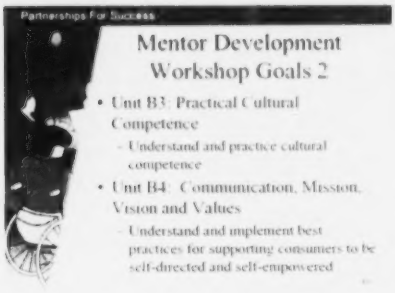
B4-2: How Can We Help?

Mentors: How can you help mentees EXCEL in direct support work?

Notes Page:

B4-3: Summary Evaluation and Celebration


Partnerships For Success
Mentor Development Workshop Goals 1
• Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring
• Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills


Partnerships For Success
Mentor Development Workshop Goals 2
• Unit B3: Practical Cultural Competence
– Understand and practice cultural competence
• Unit B4: Communication, Mission, Vision and Values
– Understand and implement best practices for supporting consumers to be self-directed and self-empowered

PEP
Curriculum
References

PEP Curriculum References

American Society for Training and Development (1996). Design productive mentoring programs. Info-Line Issue 609. Alexandria, VA: ASTD.

Bard, R. and others (1987). *'Chapter 4: Assessing Your Learning Style' The Trainer's Professional Development Handbook.* San Francisco: Jossey-Bass.

Check, J. F. (1984). *Teaching-Learning Preferences of the Adult Learner.* Education (Fall 1984): 107-112.

Chiogioji, E. N., & Pritz, S. G. (1992). *Mentoring to Support the Mission of a Government Agency.* Kalamazoo, MI: ERIC Report; Paper presented at the Diversity in Mentoring Conference.

Chao, Georgia T. et al. (1991). *A Comparison of Informal Mentoring Relationships and Formal Mentoring Programs.* East Lansing: University of Michigan, Career Development and Placement Services.

Conti, G. J. and R. B. Welborn (1986). *Teaching-Learning Styles and the Adult Learner.* Lifelong Learning, 20-24.

Dunn, R. S. and K. J. Dunn (1979). Learning Styles/Teaching Styles: Should they…can they…be matched? *Educational Leadership* (#36, 1979): 238-244.

Griffin, C. (1998). *The Leadership Mentoring Program: Six Stages of Organizational Development.* Missoula, MT: Montana University Affiliated Rural Institute on Disabilities.

Jacobs, R. T. and B. Fuhrmann (1984). *'The Concept of Learning Style' in The 1984 Annual: Developing Human Resources.* Edited by J. W. Pfieffer and L. D. Goldstein. San Diego, CA: University Associates

Mumford, A. (1987). *Learning Styles and Learning.* Personnel Review (UK) (Vol.16, No. 3., 1987): 20-23

Murray, M and Owen, M.A. (1991) *Beyond the Myths and Magic of Mentoring* . San Francisco: Jossey-Bass, Inc.

Newby, T., & Corner, J. (1997). Mentoring for Increased Performance: Benefits and Key Principles. *Performance Improvement*, Vol. 36, (4), 10-11.

Pengra Morton, L. (2000). *Your Values, My Values.* Baltimore: Paul H. Brookes Publishing Co., Inc.

Pike, B., & Busse, C. (1995). *101 Games for Trainers.* Minneapolis: Lakewood Publications, Inc.

Pike, B., & Busse, C. (1995). *101 More Games for Trainers.* Minneapolis: Lakewood Publications, Inc.

Robbins, P. (1991) *How to Plan and Implement a Peer Coaching Program.* Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, P.M. (1994) The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday.

Slobof, J., Brown, M., Hewitt, A., & O'Nell, S. (1993) *Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families.* Minneapolis: Institute on Community Integration (UAP), University Of Minnesota.

Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Active Listening and Communications Skills: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities

Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Supervising a Culturally Diverse Staff: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities.

Smith Jr, V., Kelly, K. M., Filbrich, C., & Glenville Communications (undated). *Problem Solving and Decision Making: Supplemental Learning Guide.* New York: State of New York, Office of Mental Retardation and Developmental Disabilities.

Taylor, M., Bradley, V., & Warren Jr., R. (1996). *The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes.* Cambridge, MA: Human Services Research Institute.

Wetherow, D. (1992). *The Whole Community Catalogue.* Manchester, CT: Communitas, Inc.

Wirt, J. (1994). *Performance Assessment Systems: Implications for a National System of Skill Standards.* Washington, D.C. The Center for Policy Research, National Governors' Association

Learner Worksheets

(We suggest that you use these worksheets to replace the ones you used in the training sessions.)

Module A

PEP Mentor Volunteer Application
PEP Mentee Introduction

Module B

Professional Development Plan
PEP Partnership Agreement
Cool Teachers and Mentors Worksheet
Mentoring Skills Checklist
Active Listening and Coaching Worksheet
Cultural Competence Worksheet
Self-Determination Worksheet

PEP Mentor Volunteer Application

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with people looking for a peer mentor. Thank you.

As a direct support professional, my strengths are:

My leisure interests include:

I'd like to be a mentor because:

Please add anything else you would like your mentee to know about you.

Thank You

PEP Mentee Introduction

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with mentors who are seeking a mentee partner. Thank you.

My work interests include:

My leisure interests include:

I'd like to partner with a mentor because:

Please add anything else you would like a prospective mentor to know about you.

Thank You

Professional Development Plan

Name of Mentee: _____

Technical Skill Goal(s)

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: _____
Selected Skill Standard: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Ethical Practice Goal(s)

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: _____
Selected guideline: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Teamwork Goal(s)

Directions: With your mentor, review the Teamwork Skills Chart and select the area(s) and skill(s) that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Interpersonal and Teamwork Skill Area: _____
Selected Skill: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

BEST COPY AVAILABLE

PEP Partnership Agreement

Name of Mentor: _____ Date: _____

Name of Mentee: _____

As partners in this mentoring relationship, we have agreed to participate in the partnership for a period of ____ months ending on _____ (insert projected date). At any time during this period either partner may choose to end the partnership. The decision to end the relationship by either partner will be recognized as the right of that person and that partner will not be criticized, sanctioned or otherwise judged by the other partner or by our employer.

We also may choose to renew our partnership at the end of the interval covered by this agreement. To extend our partnership we will enter into another mutually negotiated partnership agreement.

As partners in this mentoring relationship, we agree to the following responsibilities:

Mentor responsibilities:

1. Initiate frequent contact (phone or e-mail) with my mentee (at least 1 x per week);
2. Respond to a contact from my mentee within 24 hours;
3. Meet regularly (no less than 1x per month) with my partner at mutually convenient times and locations;
4. Assist my mentee in identifying his or her work related goals and in developing expertise in direct support work in these areas and others;
5. Recognize when I am unable to assist the mentee with whom I partner and refer her/him to other resources as needed;
6. Freely share information and contacts that will assist my mentee in performing competently;
7. Provide recognition and commendation to my mentee for quality work performance;
8. Provide honest and constructive feedback regarding my mentee's work performance;
9. Refrain from taking credit for the accomplishments of my mentee;
10. Maintain strict confidence regarding all communications and conversations with my mentee.

11. Maintain a positive, respectful and helpful approach in all of my contacts with my mentee;

12. Participate in Mentor Network activities;

13. Notify the PEP Program Coordinator when this agreement concludes;

14. Other: _____

Mentee Responsibilities:

1. Welcome frequent contact (phone or e-mail) with my mentor at least 1x per week;

2. Meet with my mentor at mutually convenient times and locations at least 1x per month;

3. Work with my mentor to identify the specific work related goals I will seek to fulfill during the relationship;

4. Actively seek information regarding direct support practices or agency operating procedures that I do not understand or for which I need additional support;

5. Remain open to constructive feedback from my mentor regarding my work performance regardless of the content;

6. Recognize and appreciate my mentor's contribution to my learning;

7. Maintain a positive and respectful approach in all contacts with my mentor;

8. Be proactive in improving my performance by acting on feedback, and proposing methods and strategies for improvement;

9. Maintain strict confidence regarding all conversations and communications with my mentor.

10. Other: _____

As the mentee in this partnership, I have completed my Professional Development Self Assessment and I have identified the following practice goals to work on in this partnership:

Technical Skills:

CSSS Competency Area: _____
Skill Standard:
Goal:
Description of ways I will work on strengthening this skill:

Ethical Practice Guidelines:

Guidelines Area: _____
Guideline: _____
Goal: _____
Description of ways I will work to strengthen this skill:

Interpersonal and Teamwork Skills:

Skill Area: _____
Skill: _____
Goal: _____
Description of ways I will work to strengthen this skill:

_____ Date: _____
Signature of Mentee

As the mentor in this partnership, I have reviewed my partner's goals and I will assist my mentee in reaching these goals to the best of my ability.

_____ Date: _____
Signature of Mentor

Cool Teachers And Mentors Worksheet

Directions: Think about the really great teachers and mentors in your life and note some of the things that made them great to you in each of the 3 areas!

Their interpersonal and emotional characteristics:
1.
2.
3.
4.
5.
6.
Their teaching and mentoring skills:
1.
2.
3.
4.
5.
6.
Their communication skills:
1.
2.
3.
4.
5.
6.

Mentor Skills Checklist

Directions: Read the skill or activity you should be doing with your mentor and check the appropriate box regarding your ability to perform the skill.

PEP Mentor Responsibilities	I can do this	I may need more help or resources to do this
Help mentee identify goals using the PDP		
Complete the Partnership Agreement		
Answer questions about our agency's mission and procedures		
Talk about human services and direct support in general		
Answer questions about support and care skills for people my mentee supports		
Demonstrate support and care skills		
Provide encouragement & build confidence		
Keep our conversations confidential		
Share information about the culture and unwritten norms of our organization		
Help mentee find the information & resources s/he needs		
Provide constructive feedback		
Help mentee solve problems		
Consult with mentee on co-worker and supervisory problems		
Help mentee master documentation such as progress notes, writing goals, and completing incident reports		
Introduce mentee to other colleagues		
Welcome mentee at meetings, parties, and other organizational events		
Help mentee solve problems & conflicts		
Be available when mentee needs my help		
Refrain from criticizing/judging mentee		

Active Listening & Coaching Worksheet

Directions: Talker tells listener about some minor issues they are experiencing at work (3 minutes). Observer checks off listener skills s/he observes. Coach provides feedback in one minute. The triads rotate roles until each person has had a chance to play each role.

Rules for feedback:

- Coach states concisely the listening skills s/he observed including commending listener for skills performed and offers any suggestions for improvement
- Coach uses a friendly and upbeat approach that avoids judgment, sarcasm, or criticism
- Listener simply listens without talking to the coach. Then, roles rotate and the new talker begins.

ACTIVE LISTENING & COMMUNICATION SKILLS

Skill	✓ If Performed	Notes
Attentive & Relaxed Body Language		
Eye Contact		
Clarification Questions And Statements		
Paraphrasing What Speaker Says		
Reflection Statements		
Interpretation Questions		
Avoid Interruptions And Interrupting		
Ask Open – Ended Questions		

Cultural Competence Worksheet

Directions: Read the scenario and discuss it with others in your group. Put yourself in the mentor's shoes and try to figure out a course of action that will help the mentee to resolve the dilemma. Put your group's responses to the questions below on this worksheet and select a reporter to share your results.

Scenario # and name: _____

What are the possible cultural reasons for the problem?

Are there other possible reasons for the problem that are not cultural?

What will happen if the problem does not get resolved?

What should the mentor do or say to the mentee to reach a good mentoring outcome?

Self-Determination Worksheet

Directions: As a group, look at the life goal listed in the left column and list the DSP skills, knowledge and attitudes that would help a self-advocate reach this goal. Try to think about someone you support as you do this activity.

Self Advocates say Self Determination is…	***What DSP skills, knowledge and attitudes will help self-advocates to reach this goal?***
a. Living a life that is always changing and growing and never fixed.	
b. Deciding what I want in life and setting my own goals.	
c. Learning to trust my feelings.	
d. Controlling service decisions and the money that buys those services.	
e. Honoring and respecting me, my choices, my ways of expressing myself.	
f. Having enough support to not be confined by my disability.	
g. Becoming more confident and feeling better about myself as I do things on my own.	
h. Having a purpose to may life and being successful in working toward it.	
i. Having freedom to make choices and take responsibility for choices I make.	
j. Having the help I need for choices I make. (Source: Lakin, K.C. New Values)	